

GOAL Catalog 2007

Gardner Webb
University

Gardner-Webb University

2007-2008

COLLEGE OF DISTANCE LEARNING
AND CONTINUING EDUCATION

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GARDNER-WEBB UNIVERSITY

BOILING SPRINGS, NORTH CAROLINA 28017
TELEPHONE (704) 406-4625 OR TOLL FREE AT
1-866-GWU(498)-GOAL(4625)

CATALOG REQUIREMENTS

The conditions and policies set forth in this catalog have binding effect upon the University and students for the academic year in which it is in force. The University reserves the right to make necessary changes and corrections. When changes are made in graduation requirements, the University accepts a moral obligation to provide students the conditions effective the year of their most recent continuous enrollment or an alternative which would not be punitive. Otherwise, all other requirements are effective and in force upon publication of changes.

August 2007

Published annually at Boiling Springs, N.C. 28017.

Gardner-Webb University is committed to equality of opportunity in all areas of education and does not practice or condone discrimination in any form against applicants or students on the basis of race, color, national origin, gender, age, or disability.

Book rate postage paid at Boiling Springs, N.C. 28017.

COLLEGE OF DISTANCE LEARNING AND CONTINUING EDUCATION

Academic Calendar *2007-2008*

Fall Semester 2007

August 11 GOAL Faculty Orientation
August 14-15 Faculty Workshop
August 15 GOAL Classes Begin
October 15 Grades Due by 12:00 Noon (mid-semester)
October 22-23 GOAL Classes Meet
October 27 Homecoming
November 21-23 No GOAL Classes
November 26 GOAL Classes Resume
December 8 Last Day of Classes for GOAL
December 10-15 GOAL Exams
December 17 Grades Due by 12:00 Noon

Spring Semester 2008

January 4 GOAL Classes Begin
March 3-7 Spring Break!
March 10 Classes Resume
March 24 GOAL Classes Meet
May 1 Last Day of Classes for GOAL
May 2-8 GOAL Exams
May 8 Graduating Students Grades Due by 12:00 Noon
May 10 Final Grades Due by 12:00 Noon
May 10 Commencement

Summer School 2008

May 21 First Term & Summer 10 Week Classes Begin
June 23-24 First Term Exams
June 25 Second Term Begins
June 28 First Term Grades Due by 12:00 Noon
July 4 Classes meet
July 28-29 Second Term & Summer 10 Week Exams
July 29 Graduating Students Grades Due by 12:00 Noon
July 31 Grades Due by 12:00 Noon
August 2 Commencement

INTRODUCTION TO GARDNER-WEBB UNIVERSITY

Gardner-Webb University is a coeducational, residential, church-related university on a beautiful campus in Boiling Springs, North Carolina. The University derives its name from O. Max Gardner, distinguished governor of North Carolina in the 1930s, and his wife, Fay Webb Gardner. The beauty of the campus and the quality of the academic program owe much to their example and leadership.

LOCATION

Gardner-Webb University is located in the Piedmont section of western North Carolina, one of the most desirable and rapidly developing areas of our nation. Boiling Springs is a small rural town. Nearby Shelby, a city of 25,000, is noted for its support of the arts and as the home of state and national leaders. Forty-five miles east of Gardner-Webb is the thriving city of Charlotte, the largest city in the Carolinas. Less than one hour away to the south is the city of Spartanburg, South Carolina. One hour to the west is the historically rich mountain city of Asheville, NC.

Gardner-Webb is easily accessible, being located only three miles from U.S. 74 and thirteen miles from Interstate 85. Less than one hour from campus are the Smoky Mountains with many recreational opportunities. Gardner-Webb University enjoys the lifestyle of a relatively small institution yet has the advantage of being centrally located to major urban resources in nearby areas.

STUDENTS

Gardner-Webb University, founded by Baptists in 1905, has grown steadily to its current enrollment of nearly 4,000 students. Over 2,600 undergraduates come from 33 states and 34 foreign countries. 66% of the student population are women, and the student body includes several racial and socioeconomic groups. Gardner-Webb University admits students of any race, sex, and national or ethnic origin without discrimination. This diversity enriches the life of the campus community and reflects the nature of American society.

PROGRAMS

Gardner-Webb University is committed to the liberal arts as the best preparation students can have for rewarding, meaningful lives. In addition, the University offers programs in career-oriented fields to prepare students for specialized work. All of the programs at Gardner-Webb are evaluated periodically by accrediting agencies to insure that standards of quality are maintained.

Gardner-Webb provides three distinct academic programs: the on-campus program, the GOAL Program (evening classes taught in a number of locations for graduates of two-year colleges), and graduate programs. Gardner-Webb University has a Graduate School (offering M.A. degrees in several areas, an Ed.D. degree in educational administration, and an M.S. degree in nursing (MSN); a graduate School of Divinity (offering the M.Div. and D.Min. degrees); and a graduate School of Business (offering the M.B.A., I.M.B.A., and M.Acc. degrees). For additional information on the GOAL and Graduate programs, see the bulletins for each program.

The undergraduate on-campus program is designed to help the student gain maximum benefit by providing a balanced curriculum in general studies, a major field, minor(s) and selected electives. Students are encouraged to develop a proficiency in the oral and written use of the English language, an appreciation of cultural, social and scientific achievements, and an awareness of religion and history. The upper level courses provide opportunities for concentration in the areas of special interest and in professional and career-oriented fields. To meet such individual needs the academic program includes independent study and career internships.

Complementing the academic program at Gardner-Webb University is a broad range of student life programs and activities designed to enable students to develop their personal identities, and to create lifetime friendships.

FACULTY

Gardner-Webb University is blessed with a dedicated staff and an excellent faculty, eighty percent of whom hold doctorates. The primary concern of the faculty is teaching. The faculty have been chosen because of their academic preparation, their Christian commitment, and their desire for excellence in teaching. Many of Gardner-Webb's faculty have honored the University with long years of service. The faculty is large enough to provide well-rounded academic programs. Yet, a major strength of Gardner-Webb is that the University has remained small enough so that the relationship between faculty and students is friendly, informal and lasting. The faculty/student ratio is 1:15.

ACADEMIC CALENDAR

The University's academic year is divided into two semesters and a summer school. The fall semester is a four-month term, ending prior to Christmas holidays. Following the four-month spring semester is a comprehensive summer school of two terms of five weeks each. Evening classes both on-campus and at various off-campus locations are offered throughout the year.

The calendar is designed to meet the needs of full-time students with day and evening schedules, part-time students, and members of the communities in which classes are taught who desire further educational work.

Summer school serves the purposes mentioned above and also provides an opportunity for new students or students enrolled in other colleges to accelerate completion of degree requirements.

Various study-abroad programs complement the academic calendar.

The University offers workshops and seminars on a variety of topics and for a variety of groups throughout the year.

HISTORY

Gardner-Webb University has experienced remarkable growth, perseverance, and maturity. The institution began as a boarding high school and later became a junior college. Today Gardner-Webb is a thriving university with growing master's and doctor's programs.

From a movement initiated by the Kings Mountain Baptist Association in 1903, and later joined by the Sandy Run Baptist Association, the Boiling Springs High School was chartered on December 2, 1905, as an institution "where the young...could have the best possible educational advantages under distinctive Christian influence." This close relationship of the institution to the area churches continues today.

In response to the changing educational needs of the area the institution was transformed into the Boiling Springs Junior College in 1928. The Great Depression created many obstacles for the College, but its survival was secured by the sacrifices of many loyal supporters.

In 1942, Governor O. Max Gardner began devoting his energy, time, and wealth to strengthening and guiding the College. So important was his influence that the name of the institution was changed to Gardner-Webb College in honor of the governor, his wife Fay Webb Gardner, and their families.

The decades following World War II were years of physical growth and academic development. New buildings went up as enrollments increased. A major step in the institution's development was its full accreditation as a senior college in 1971. In 1980 the institution began offering a master of arts degree in education.

The institution officially became known as Gardner-Webb University in January 1993, culminating years of preparation. Today Gardner-Webb offers thirteen distinct degree programs, has a highly qualified faculty and a beautiful campus of over 200 acres.

Historically the University has played significant roles in teacher education and ministerial preparation for church-related vocations. Programs of instruction and experiences designed to prepare teachers and ministers continue to be major objectives of the University.

Although there have been many changes over the years, Gardner-Webb University remains closely related to the Baptist State Convention of North Carolina. The University holds in high esteem its commitment to Christian principles and values as the best foundation for the development of human personality and social order.

PRESIDENTS

James Blaine Davis, 1928-30; Zeno Wall, 1930-32; James L. Jenkins, 1932-35; A.C. Lovelace, 1935-36; George J. Burnette, 1936-39; J.R. Cantrell, 1939-43; Philip Lovin Elliot, 1943-61; E. Eugene Poston, 1961-76; Craven E. Williams, 1976-86; M. Christopher White, 1986-2002; Frank R. Campbell, President, 2002-2005; Dr. A. Frank Bonner, 2005-.

MISSION STATEMENT

Gardner-Webb University, a private, Christian, Baptist-related university, provides outstanding undergraduate and graduate education that is strongly grounded in the liberal arts while offering opportunities to prepare for various professions. Fostering meaningful intellectual thought, critical analysis, and spiritual challenge within a diverse community of learning, Gardner-Webb is dedicated to higher education that integrates scholarship with Christian life. By embracing faith and intellectual freedom, balancing conviction with compassion, and inspiring a love of learning, service, and leadership, Gardner-Webb prepares its graduates to make significant contributions for God and humanity in an ever-changing global community.



STATEMENT OF VALUES

CHRISTIAN HERITAGE

Acknowledging One God—Creator and Sustainer of life, and Jesus Christ as Savior and Lord; committing to self-giving service displayed in Christ-like moral action that respects the dignity and value of every person.

BAPTIST HERITAGE

Affirming historic Baptist values such as the freedom of individual conscience and the right of people to worship God as they choose, the authority of Scripture in matters of faith and practice, the priesthood of every believer, the autonomy of the local church, and the separation of church and state.

ACADEMIC EXCELLENCE

Encouraging visible enthusiasm for knowledge, intellectual challenge, continuous learning, and scholarly endeavors; inviting pursuit of educational opportunities within and beyond the classroom for the joy of discovery; and inspiring accomplishment within one's field of study.

LIBERAL ARTS

Offering broad-based exposure to the arts, humanities and sciences and to each field's unique challenges, contributions, and life lessons; complementing the acquisition of career-related knowledge and skills with well-rounded knowledge of self, others, and society.

TEAMWORK

Working collaboratively to support and promote shared goals, assuming responsibility willingly, meeting commitments dependably, handling disagreement constructively, and persevering despite distraction and adversity.

STUDENT-CENTERED FOCUS

Providing students an environment that fosters intellectual and spiritual growth; encourages physical fitness, service, social and cultural enrichment; strengthens and develops moral character; and respects the value and individuality of every student.

COMMUNITY ENGAGEMENT

Assisting campus, local, national, and global communities through education, outreach, and research; fostering dialogue and action in support of human welfare and environmental stewardship.

DIVERSITY

Studying and celebrating our world's rich mix of cultures, ideologies, and ethnicities; respecting and welcoming students without regard to ethnicity, gender, religious commitment, national origin, or disability.

TEMPLETON FOUNDATION

Gardner-Webb University is proud to have been honored by the John Templeton Foundation as a "Character-Building College." The Templeton Foundation grants this recognition to a limited number of schools which have the building of character as a major part of their mission.

THE U.S. NEWS AND WORLD REPORT

Gardner-Webb University is proud to have been selected by the U.S. News and World Report as one of America's Best Colleges. Based on a wide range of categories, including university mission, retention, academic quality and degree offerings.

The U.S. News and World Report honors choice schools each year meeting select criteria.

ACCREDITATION

Gardner-Webb University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097; Telephone Number 404-679-4501) to award Associate, Baccalaureate, Master's, and Doctoral degrees. Inquires to the Commission should relate only to the accreditation status of the institution, and not to general admission information. In addition several departmental programs are accredited by the appropriate state or national agencies. The Education program is accredited by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE). The Music and Nursing programs are accredited, respectively, by the National Association of Schools of Music and the National League for Nursing Accrediting Commission (61 Broadway, New York, New York 10006; 1-800-669-1656; Ext. 153). The associate degree nursing program is also approved by the North Carolina Board of Nursing. The M. Christopher White School of Divinity is accredited by the Association of Theological Schools of the United States and Canada. The Athletic Training Educational Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP). The School of Business is accredited by the Association of Collegiate Business Schools and Programs (ACBSP). The University is authorized by the immigration authorities of the United States for the training of foreign students.

College of Distance Learning and Continuing Education

Gardner-Webb University provides comprehensive extended professional studies, consisting primarily of the Greater Opportunities for Adult Learners (GOAL) program, to meet the specialized educational needs of adult learners. The GOAL program provides opportunities for working adults who possess an Associate degree or equivalent (60-64 semester/90-96 quarter hours) to earn a Bachelor of Science degree during evening and weekend hours. The GOAL program is designed to serve students who are unable to pursue a day program because of work schedules, family responsibilities or geographic locations. Each major has a two-year rotation for courses needed to complete the bachelor's degree.

Students who have met prerequisite requirements, take the courses as scheduled for the twenty-four month rotation and successfully complete them will be eligible to graduate. Students may attend classes at any center or through the Online/Web Enhanced Learning. However, Gardner-Webb University can not guarantee graduation within the 24 months if the student does not adhere to the set rotation.

Academic advisors work closely with their advisees to ensure they are registering for the classes needed.

Programs are available in: Accounting, Business Administration, Health Management, Computer Information Systems, Criminal Justice, Human Services, Nursing, and Religious Studies.

In addition to the Gardner-Webb campus, GOAL programs are provided in the following regional locations: Charlotte, Dobson, Gastonia, Hamlet, Hickory, Marion, Polkton, Spindale, Spruce Pine, Statesville, Supply, Troy, Valdese, Wilkesboro, and Winston-Salem, North Carolina.

GARDNER-WEBB UNIVERSITY GOAL CENTERS

ANSON CENTER

South Piedmont Community College
680 Highway 74 West
Polkton, NC 28135-7635

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Jessica Herndon
Jessica Herndon
Dr. Barry Hambright
Jessica Herndon
Kaye Schenk
Jessica Herndon

BRUNSWICK CENTER

Brunswick Community College
50 College Road
Supply, NC 28462

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Dr. Barry Hambright
Jessica Herndon

BURKE CENTER

Old Rock School
402 West Main Street
Valdese, N.C. 28690-2729

Majors:

Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Kaye Schenk
Kaye Schenk
Dr. Barry Hambright
Kaye Schenk
Dr. Barry Hambright
Kaye Schenk

CATAWBA CENTER

Gardner-Webb University at Hickory
1375 Lenoir Rhyne Blvd.
Hickory NC 28602

Majors:

Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Jessica Herndon
Jessica Herndon
Bobbie Cox
Jessica Herndon
Jessica Herndon
Jessica Herndon

** Major classes online only*

CHARLOTTE CENTER

Gardner-Webb University at Charlotte
4948 Airport Center Drive
Charlotte, NC 28208

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems
Nursing

Advisor:

Jessica Herndon
Jessica Herndon
Dr. Barry Hambright
Jessica Herndon
Kaye Schenk
Jessica Herndon
Mary Alice Hodge

FORSYTH CENTER

Gardner-Webb University at Winston Salem
8 West Third Street, Seventh Floor
Winston-Salem, NC 27101

Majors:

Accounting
Business Administration
Criminal Justice
Health Management
Human Services
*Computer Info. Systems
Nursing

Advisor:

Elizabeth Pack
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack
Nancy Scroggs

GARDNER-WEBB UNIVERSITY

110 South Main Street
Boiling Springs, NC 28017

Majors:

Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
Computer Info. System
Nursing - Boiling Springs
Nursing - Cleveland Regional
Religious Studies

Advisor:

Elizabeth Pack
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack
Kaye Schenk
Elizabeth Pack
Dr. Cindy Miller
Kathy Lindsey
Dr. Ronald Williams

GASTON CENTER

Gaston College
201 Highway 321 South
Dallas, NC 28034-1499

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Elizabeth Pack
Elizabeth Pack
Elizabeth Pack
Elizabeth Pack
Elizabeth Pack
Elizabeth Pack

** Major classes online only*

IREDELL CENTER

Gardner-Webb University at Statesville

1714 Wilkesboro Road (Highway 115)

Statesville, NC 28687

Majors:

Accounting

Business Administration

Criminal Justice

*Health Management

Human Services

Computer Info. Sys.

Nursing

Religious Studies

Advisor:

Kaye Schenk

Kaye Schenk

Dr. Barry Hambright

Kaye Schenk

Dr. Barry Hambright

Kaye Schenk

Dr. Janie Carlton

Dr. Ronald Williams

ISOTHERMAL CENTER

Isothermal Community College

286 ICC Loop Road

Spindale, NC 28160

Majors:

*Accounting

Business Administration

*Health Management

Human Services

*Computer Info. Systems

Advisor:

Jessica Herndon

Jessica Herndon

Jessica Herndon

Jessica Herndon

Jessica Herndon

MAYLAND CENTER

Spruce Pine United Methodist Church

11090 South Highway 226

Spruce Pine, NC 28777

Majors:

*Accounting

Business Administration

*Health Management

Human Services

*Computer Info. Systems

Advisor:

Elizabeth Pack

Elizabeth Pack

Elizabeth Pack

Elizabeth Pack

Elizabeth Pack

MCDOWELL CENTER

McDowell Technical Community College

54 College Drive

Marion, NC 28752

Majors:

*Accounting

Business Administration

Criminal Justice

*Health Management

Human Services

*Computer Info. Systems

Advisor:

Kaye Schenk

Kaye Schenk

Dr. Barry Hambright

Kaye Schenk

Kaye Schenk

Kaye Schenk

**Major classes online only*

MONTGOMERY CENTER

Montgomery Community College
1011 Page Street
Troy, N.C. 27371

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Elizabeth Pack
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack

RICHMOND CENTER

Richmond Community College
1042 West Hamlet Avenue
Hamlet, NC 28345

Majors:

*Accounting
Business Administration
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Jessica Herndon
Jessica Herndon
Jessica Herndon
Kaye Schenk
Jessica Herndon

SURRY CENTER

Surry Community College
630 South Main Street
Dobson, NC 27017

Majors:

*Accounting
Business Administration
Criminal Justice
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Elizabeth Pack
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack
Dr. Barry Hambright
Elizabeth Pack

WILKES CENTER

Wilkes Community College
1328 South Collegiate Drive
Wilkesboro, NC 28697

Majors:

*Accounting
Business Administration
*Health Management
Human Services
*Computer Info. Systems

Advisor:

Elizabeth Pack
Elizabeth Pack
Elizabeth Pack
Elizabeth Pack
Elizabeth Pack

** Major classes on-line only*

Online Students

Advisor:

Jessica Herndon



Library Services

It is the intent of the University to provide to our GOAL students commensurate with those offered to graduate and traditional undergraduate students. Dover Library services include, but are not limited to, the following:

1. All GOAL students are invited and encouraged to visit the John R. Dover Memorial Library on the University campus and make use of its resources.
2. The library website is available 24/7. There you will find the online catalog, access to electronic databases, and information about resources, personnel, policies, and services.
3. A toll-free number is available for students who attend a site other than the main campus. This toll-free number is only for library assistance; calls received on this line cannot be transferred to other University extensions. When it is inconvenient for you to visit us at Dover Library, call us at 1-800-253-8330 to request the following services:
 - a. Check to see if a book or periodical is available in our library.
 - b. Have a book delivered by UPS to a home or work address.
 - c. Have photocopies of journal articles delivered by mail, UPS, fax, or Gardner-Webb professor.
 - d. Borrow books or materials not available in the Dover Library through interlibrary loan.
 - e. Ask for guidance in doing research projects.
 - f. Request help in accessing and using our electronic databases.
 - g. Make an appointment with a librarian for one-on-one assistance at the Dover Library.

When making requests for books and other materials, students must be registered in the current semester, and must have a Gardner-Webb ID number available. (It appears beside your name on all class roles and grade reports.) The library does not charge for photocopying or faxing articles, or for postage. The student is responsible for the cost of returning our circulating material, and there is sometimes a charge, (determined by the lending library) for interlibrary loan.

4. Faculty may request an on-site visit by a member of the Dover Library staff. The staff member will make presentations on request or assist the professor.
5. Gardner-Webb faculty will, on an as-needed basis, place collections on reserve in local libraries. These collections will be used for specific courses and will be retained only for the duration of the course.
6. In an effort to increase the availability of resources to off-campus students, agreements have been made with libraries throughout the state. The basis of the agreements provide:
 - a. That the library will allow Gardner-Webb students (most of whom are local residents) full use of all library services and learning resources.
 - b. Gardner-Webb will provide specific material and equipment, on an as needed basis, to the library. This material will be available to Gardner-Webb students and the library's other users.
 - c. Gardner-Webb University faculty and staff will inform students about the library resources available to them, and how to access these services.

The University currently has written agreements with the following libraries:

Burke County Public Library	828-437-5638
C.G. O'Kelly Library - Winston Salem State University	336-750-2440
Catawba County Public Library	704-637-4448
Catawba Valley Community College Library	828-327-7000 ext. 4229
Central Piedmont Community College Library	704-330-6885
Dobson Community Library	336-386-8208
Forsyth Technical Community College Library	336-723-0371 ext. 7219
Gaston College Library	704-922-6356
Gaston County Public Library	704-868-2164
Iredell County Public Library	704-878-3090
Isothermal Community College	828-286-3636
Mayland Community College	828-765-7351
McDowell County Public Library	828-652-3858
McDowell Technical Community College Library	828-652-6021
Mitchell Community College Library	704-878-3271
Montgomery Community College Library	910-576-6222 ext. 395
Montgomery County Public Library	910-572-1311
Northwest AHEC Library - Winston-Salem, N.C.	828-326-3662
Richmond Community College Library	910-582-7000 ext. 7040
Spruce Pine Public Library	828-765-4673
Surry Community College Library	336-386-8121 ext. 3259
Thomas H. Leath Memorial Library, Rockingham, N.C.	910-895-6337
University of North Carolina at Charlotte	704-547-2221
Western Piedmont Community College Library	828-438-6195
Wilkes Community College Library	336-838-6115
Wilkes County Public Library	336-838-2818
Winston-Salem Journal Library	336-727-7275

Internet

The Internet provides students with online access, an unending wealth of resources. Students, by using the web address www.gardner-webb.edu, can contact university offices such as Financial Aid, or use university library services.

The library web page allows the student to conduct Virtual/Reference, search the library catalog, obtain CD-ROM resources, even suggest books that the library should purchase. Students may also use NC Live resources for research. NC Live allows the student to gather information from four "communities of interest;" University of North Carolina libraries, community college libraries, state and public libraries and independent college and university libraries. Students may also contact University offices and professors through the use of email.

Student Services

Gardner-Webb University is committed to the education of the whole person. This includes the mind, the body, and the spirit. To this end, the University considers the student's activities outside the classroom to be very important. These activities and others help the student to develop social and interpersonal skills, deepen spiritual commitments, explore career opportunities, formulate a philosophy of life, develop leadership skills and develop sound ethical and moral principles.

The Student Development Division of the University consists of the departments of Campus Ministry, Counseling, Career Services, International Student Programs, Residence Life, University Police, Student Activities, Orientation and Intramurals. While this division is responsible for the coordination of student activities, it is recognized that off-campus students, because of time constraints and other responsibilities cannot participate in all areas. All appropriate student services available to GOAL students are the responsibility of, and are supervised by, the Student Development Division of the University.

Career Services

The Career Services Office is dedicated to serving Gardner-Webb students and alumni with an emphasis on two fundamental roles - aiding in career exploration & self-discovery and providing a myriad of resources to aid in the job search process. All Gardner-Webb students and alumni are eligible for the vast array of services including use of FOCUS, a computerized guidance system, resume writing assistance, and job listing services. The Career Services Office also sponsors educational workshops, career planning events, and several career fairs throughout the year, again open to all current students and alumni.

The Career Services Office also administers an online resume referral and job listing service. All students are required to register with career services during their freshman year. Registration is simple using the Bulldog Network. Students complete a registration section and transfer their resumes to our database, after which prospective employers can view those seeking work on the Internet. For a complete listing of upcoming events and a current job postings, visit the website at www.careers.gardner-webb.edu. Bookmark the site and visit often, as the contents of the site changes daily.

Employers are an integral part of career services. However, the Career Services Office reserves the right to refuse employers with discriminatory hiring practices. The office will also make decisions regarding third-person employers and on campus recruitment.

Community Services

The Office of Community Services serves as an information and resource center for anyone interested in participating in local community activities. These activities may include volunteerism at churches and human service agencies, participation in social and recreational functions, and representation of the University at regular events in the community. The overall purpose of this program is to instill in our campus community the importance of lifelong volunteer involvement with non-profit, educational, and governmental enterprises. All members of the University community, including undergraduate and graduate students, faculty, staff, and alumni are encouraged to become involved in the local community by contacting the office of Community Services.

Counseling Services

Gardner-Webb University recognizes that GOAL students are unique individuals with vastly different experiences from those of the traditional day student. The University also realizes that the life, professional, family, and educational circumstances of adult learners can be very stressful and may require counseling.

In recognition of this need Gardner-Webb is committed to providing counseling services to its off-campus constituents.

Students requiring counseling services may call 704-406-4563 to make appointments or to receive telephone counseling for emergency situations. Students requiring counseling services may call 704-406-4563 Monday through Friday from 8 a.m. to 5 p.m. For after hours or emergency situations, call 704-406-4563 for guidelines for assistance.

Campus Ministry

Gardner-Webb is committed to the spiritual growth of each of its students. The Campus Ministry Staff provides Christian ministry to the Gardner-Webb family. Students requiring pastoral care may call (704) 406-4277 Monday through Friday from 8 a.m. to 5 p.m.

Orientation

Each fall and spring, orientation sessions are held to which all GOAL students are invited. This is an opportunity to meet and hear from administrators from the various divisions within the University and learn more about the services provided for students. Members of the GOAL staff present the various aspects of the program, and answers questions. One of the sessions is held on the campus and others may be scheduled at GOAL Centers which are the most accessible to a number of students.

New and continuing students (and guests), attend GOAL Student Campus Day where there is a reception with university personnel, campus tours, opportunity to visit the Campus Shop and tickets provided for a meal and a football game played that day. Information is emailed to all students in August and December with details about the orientation sessions.

ADMISSIONS CRITERIA

The admissions profile for full admission to GOAL is as follows (all programs except Nursing):

1. 60-64 semester hours in an academic curricular area from a regionally accredited institution approved by Gardner-Webb University for inclusion in the GOAL program.
2. The 60-64 semester hours of transfer credit must have a grade of "C" or better, and be in a major offered in the Gardner-Webb University catalog.
3. Completion of specific prerequisite course work as deemed necessary by the department of the chosen major.

International Students

International students follow the usual procedure for admission with the following exceptions:

1. Transcripts for any foreign college credits must first be submitted to World Education Services for evaluation before being mailed to the Gardner-Webb University GOAL office. An application for a WES evaluation may be found at www.wes.org. WES may also be contacted by calling 1-800-937-3895.
2. A satisfactory TOEFL score must be submitted unless English is the native tongue.
3. Students must submit documentation of the ability to support themselves financially while in the United States.
4. Once the student's file is complete and an admissions decision has been made, the student will be sent an I-20 form, enabling the student to apply for a visa.

GOAL Admissions Procedures

1. The prospective student completes the application (either on-line or a hard copy) and forwards it to the College of Distance Learning and Continuing Education along with the application fee of \$40. Concurrently, the student requests official transcripts from all colleges previously attended to be sent to the GOAL Admissions office. Credit from two-year business colleges is not transferable.
2. Upon receipt of all the above information, the folder is forwarded to the Transcript Evaluation Officer of the University for analysis of transfer credits.
3. Upon completion of this analysis, the Admissions Counselor of the College of Distance Learning and Continuing Education determines student eligibility for the program based on admissions criteria. Students may be fully accepted or accepted with stated conditions. The Director of Admissions will make final approval and forward a letter of full acceptance, acceptance with conditions, or deferral, along with a copy of the transcript evaluation to the applicant.
4. The academic advisor is forwarded a copy of all materials for proper advising of the student at a later date. Students may enter at the beginning of any semester or summer term. While there is no application deadline, typically three or four weeks are needed to process all applications.

Classification as a "Special Student" allows an adult learner who does not wish to pursue a degree or wishes to take a class for transient credit (i.e. if pursuing a degree elsewhere) to enroll in a GOAL course or courses for credit. There is no maximum number of hours which may be accumulated as a special student; however, if a degree is desired, official transcripts must be submitted for evaluation and an advisor assigned. Special students must submit an application for admission and a \$25 application fee. Special students wishing to change their status to a student accepted in a degree program must follow the regular admissions process.

Readmission

Any student who withdraws from the GOAL program or does not register for any given fall or spring semester or term must apply for re-admission to the next scheduled term. An application for re-admission should be filed with the College of Distance Learning and Continuing Education at least two weeks prior to the opening of the term in which a student wishes to resume studies at Gardner-Webb University. There is no fee for application for re-admission for previous GOAL students.

Second Baccalaureate Degree Policy

Students entering Gardner-Webb University with a baccalaureate degree from an accredited college or university desiring to study in another field may complete their degree in the second field in the following manner:

- taking all the courses required in that major field
- taking any other courses required by the department of the major
- taking Religion 304 Old Testament Survey and 305 New Testament Survey if equivalent courses not taken previously
- taking a minimum of 32 hours of credit at Gardner-Webb

On successful completion of the work as outlined, the student will be awarded the degree from Gardner-Webb University.

A minimum Grade Point Average of 2.0 in a 4.0 scale based in the University grading system is required for graduation.

* Students who have successfully completed a baccalaureate degree with Gardner-Webb University will not receive a second baccalaureate degree. Additional coursework will be added to your transcript.

Day/GOAL Status Change Policy

A student who is enrolled as a degree seeking student in either Day or GOAL program may submit a change of program appeal form to the EPSC (Educational Policies and Standards Committee). Except in extreme circumstances, appeal will not be considered if the student is in the final 24 semester hours of his or her current program.

Transfer Policy

A student may transfer to Gardner-Webb a maximum of 64 semester hours from an accredited two-year institution, a maximum of 96 semester hours from an accredited senior institution and a maximum of 96 combined semester hours from all institutions toward meeting degree requirements. A minimum of 32 hours must be taken at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation.

Transfer Credit Policy

Students transferring from a regionally accredited two-year colleges may transfer up to 64 semester hours. An additional 64 semester hours must be taken on the senior college level, with the final 32 semester hours for graduation taken at Gardner-Webb.

Students transferring from a regionally accredited four-year college may transfer up to 96 semester hours. For a bachelor's degree, the final 32 semester hours for graduation must be taken at Gardner-Webb.

All transfer work will be completed at a regionally accredited college and/or university will be considered for transfer at full value, assuming the courses are passed with a grade of a "C" or better provided they are comparable to Gardner-Webb University curriculum. This work will be evaluated by the Registrar's Office staff member charged with this responsibility.

If a transfer student attended a school that is not regionally accredited, the student will need to follow the guidelines below in order for Gardner-Webb to consider the courses individually for transfer.

All courses reviewed for transfer must be related to general studies or the major subject area chosen by the student. There are currently two ways in which we can review these specific courses:

(1) If any course(s) has a recommendation from an agency listed below, that recommendation will be used to aid in the evaluation. In the event the recommendation is vague or unsatisfactory, the Gardner-Webb faculty department chair for the subject area of the course being evaluated will be contacted for aid in determining the full appropriate credit to be granted. The agencies from which we accept recommendations are: American Council on Education, American Association of Collegiate Registrars and Admissions Officers, and NAFSA: Association of International Educators.

(2) For course work that does not have recommendations from the guides listed above, the student must complete the following procedural steps for each course he or she wishes to have transferred:

- (a) Produce a syllabus for the course requested for transfer.
- (b) Request the academic institution previously attended to submit a record of credentials for the teaching faculty member(s) of each course requested for transfer [a catalog showing degrees earned, faculty vita, or a letter from the academic dean indicating graduate level work and area of graduate work for the faculty member(s)].

These credentials will be reviewed by the Associate Provosts' Office for authenticity and credibility. Once approved, the Associate Provosts' Office will contact the Registrar's Office to permit review of the course syllabi for possible transfer of courses.

Courses accepted in transfer admission are recorded as credit only. Courses accepted as transfer credit are recorded with grades, grade points, and quality points. However, the grade point average for graduation is computed on academic credit earned at Gardner-Webb University. The Registrar interprets the transfer policy and certifies students for graduation.

Advanced Placement and Credit

Advanced Placement Program: Students achieving a minimum score of three on an Advanced Placement exam of the College Board will receive credit for the specific course covered by the test as determined by the appropriate academic department of the University. Students achieving a score of four or five may receive additional advanced credit. AP credits are not counted toward the senior college credit hour minimum (64).

College-Level Examination Program: Gardner-Webb accepts credit earned through the College Level Examination Program based on exams taken prior to, and through the end of, the student's first semester of enrollment. CLEP credits are not counted toward the senior college credit hour minimum (64).

Gardner-Webb University grants credit to students submitting test scores from the College-Level Examination Program on the following basis:

General CLEP Guidelines:

1. Credit will be received on the same basis as transferred credit from accredited institutions of higher learning.
2. Credit will not be granted in an area for which the examinee has attempted or earned college credit.
3. Credit earned will be computed in the examinee's academic record as "CR" which is hours credit only.
4. Unsatisfactory scores will not become part of the examinee's academic record.
5. A CLEP test on any subject may be submitted only one time.

General Examination Guidelines:

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be the total normally granted for the area covered by the test with the following restrictions:
 - 1) A maximum of six semester hours of credit may be granted for each test.
 - 2) A maximum of three semester hours credit may be granted on the basis of a sub-score, provided the area is appropriate.
3. Credit thus granted may be applied to the student's course of study only as basic courses or free electives.

Subject Examination Guidelines

1. The student must submit a score at or above the minimum score set by the American Council on Education listed for each examination.
2. The number of semester hours granted will be determined by the scope of the material measured as indicated by the American Council on Education.
3. Credit thus granted may be applied to the student's course of study without restriction.

A detailed list of AP and CLEP equivalencies is available online and may be accessed as follows:

Address: www.gardner-webb.edu
Click on: Academics, then Registrar's Office
Click on: Transfer Credit
Click on: Credit for AP and CLEP Exams
Access: Appropriate link within each text section

Armed Service-Related Programs: Veterans who have successfully completed a course or courses under the Service School training program or through USAFI may submit a record of courses completed for review by the Transcript Evaluator. Credit may be applied or subject waived, depending upon the discretion of the proper authority, and the appropriateness of the course in the student's educational objective and program.

Servicemen's Opportunity College: Gardner-Webb University actively seeks male and female students from among America's past and present service corps. As a participating Servicemen's Opportunity College, this institution offers a variety of educational opportunities to enable service personnel and veterans to learn skills necessary to their performance of duty, advancement, and future vocational growth.

Prior Learning Assessment (PLA): Students have often had classes in the military service or through their work in which academic credit was not awarded, but the course work is comparable to some college courses. Students having documentation of prior learning experiences that align with specific courses may submit that documentation for evaluation and may possibly gain academic credit. The policies and procedures are set in the context of the Kolb model of adult learning and in conformity with standards of the Council for Adult Experiential Learning.

ACADEMIC INFORMATION

Academic Counseling

Each student who is admitted to the GOAL Program is assigned an academic advisor who assists in the development of a written program of studies. Advising is provided for new students beginning at first registration, and for continuing students at mid-term of fall and spring semesters and in mid-summer. Students are strongly urged to attend scheduled advising sessions. Continuing students are further urged to submit the registration payment form and payment by the published deadline to avoid assessment of the \$50 late fee.

Academic Load

A full load is 12 semester hours each fall and spring semester and 6-9 semester hours during the ten-week Summer School. Students may attend the GOAL Program part-time.

Semester Academic Credit Policy

The maximum number of hours for which a student can enroll in any given term is 20.5 semester hours. Students with a minimum cumulative Gardner-Webb University grade point average of 3.00 may appeal to the EPSC (Educational Policies and Standards Committee) for permissions to exceed this hour limitation. In no case will approval be granted for hours in excess of 25 semester hours in any given term. All appeals must be submitted in writing to the chair of the EPSC prior to registration for the semester in question.

Registration

On-site registration is conducted prior to fall and spring, and summer semesters. However, phone and e-mail registration procedures have been developed for the mutual benefit and convenience of the University and students. Students should communicate with their advisor during the scheduled advising period to complete all necessary forms and then mail these forms, with payment, to the Business Office on or before the published deadline. Continuing students must adhere to the mail-in deadline or be subject to a late registration fee.

It is imperative that the student attend the scheduled advising sessions to assure efficient functioning of the system.

A student must be officially admitted to the University prior to registration. A student is not officially enrolled for a course until officially accepted for admission and cleared with the Business Office. A student may register at any one of the GOAL Centers for courses offered in all centers and on-line. If the student plans to attend an advising session in a center other than the one where he or she attends classes, he or she should consult with the advisor.

Financial Aid

Financial Assistance

All requests for financial aid assistance should be directed to the Financial Planning Office of the University. Financial aid awards are made following a determination of the applicant's admission and eligibility. The Free Application for Federal Student Aid (FAFSA) is required for determination of eligibility. The FAFSA can be completed online at www.fafsa.ed.gov.

A. Federal

1. PELL GRANTS - Grants available to students who have an exceptional need as indicated by their expected family contribution (EFC), which is determined from the results of the FAFSA. These grants range from \$400 to \$4,310 per year. Awards are prorated for students who are taking less than the full-time requirement of 12 hours (4 courses) per semester.

2. STAFFORD LOANS - Loans which are fixed at a 6.8% interest rate and are available to students who are enrolled at least half-time (6 hours or more). The maximum amount a student can borrow is \$5500 per year provided they have earned at least 60 hours. Repayment begins 6 months after a student drops below half-time status, withdraws, or graduates. The maximum repayment term is ten years.

a. SUBSIDIZED STAFFORD LOANS - The interest on subsidized loans is paid by the federal government while the student is enrolled half-time or more. Six months after the student graduates, leaves school, or falls below half-time status, interest begins to accrue. These loans are need-based.

b. UNSUBSIDIZED STAFFORD LOANS - Interest on unsubsidized loans begins to accrue at the time the loan is made. The student may begin payment of the interest at that time, or he/she may allow the interest to capitalize. These loans are available to all students who are enrolled half-time (6 hours) or more.

3. THE FEDERAL PERKINS LOAN - First priority is given to those students receiving Pell Grants. This is a campus-based loan program, with the school acting as the lender, using a limited pool of funds provided by the Federal Government. It is a subsidized loan, with the interest being paid by the Federal Government during the enrollment period of the student. Repayment begins 9 months after the student graduates and is no longer enrolled. There is a 10-year repayment period at a 5% interest rate. Loans range from \$500 - \$1500.

4. SCIENCE AND MATHEMATICS ACCESS TO RETAIN TALENT GRANT (SMART) - New for 2007-2008 academic year, this national grant will provide up to \$4000 per year for the third or fourth year of undergraduate study. Eligibility is based on the following: U.S. Citizen, Pell eligible, enrolled full time, majoring in physical, life, or computer science, mathematics, technology or engineering or in a foreign language determined critical to national security. The student must maintain a cumulative GPS of at least 3.0.

NOTE: The FAFSA must be completed prior to each academic year to qualify for federal aid.

B. In-State

1. NORTH CAROLINA LEGISLATIVE TUITION GRANT (NCLTG) - These annual state grants of \$1,900 per year are available to North Carolina residents of one year or longer who are enrolled full-time (taking at least 12 hours as of October 1st for the fall semester and the tenth class day for the spring semester) at a private North Carolina college or university and have not already obtained a Bachelors Degree. A new NCLTG application form must be filled out each year. The grant is not available during the summer semester.

NOTE: NCLTG is not need-based, and does not require a FAFSA. These grants are awarded pending state appropriations.

2. NORTH CAROLINA CONTRACTUAL GRANT - These grants are state-funded by the legislature of North Carolina to be awarded for demonstrated need. The student must be a North Carolina resident for over one year to qualify. Funds are limited and priority is given to full time students which demonstrate the highest need, typically Pell recipients.

NOTE: These grants are awarded pending state appropriation.

3. NORTH CAROLINA STUDENT INCENTIVE GRANT (SIG) - These annual state grants range from \$400 to \$1500 per year. To qualify for this grant, the student must be a North Carolina resident, enrolled full-time at a North Carolina college or university, and demonstrate exceptional financial need as shown by the results of the FAFSA. This award is made by the state.

NOTE: A FAFSA must be completed by March 15 in order to be considered for this grant.

4. NORTH CAROLINA EDUCATION LOTTERY SCHOLARSHIP (ELS)- A new program created by the state legislature for students with Excepted Family Contributions (EFC's) of \$5000 or less. The EFC is determined by the results of the Free Application for Federal Student Aid (FAFSA). Each year award for maximums will be determined by yearly lottery revenues. The award amount for 2007-2008 is \$2500 in combination with the Pell Grant. A student must be enrolled in a minimum of 6 hours to be considered. To be awarded the full scholarship amount, the student must be enrolled in 12 hours. If taking less than 12 hours, award will be prorated accordingly.

C. GOAL Out of State Grant

1. Those students who are not North Carolina residents are eligible for a grant worth \$1000 per year. The student must enroll full time (12 hours or more) to receive this grant.

NOTE: The GOAL Out of State Grant is not need based, and does not require a FAFSA, you must make the Financial Planning Office aware that you meet the qualifications to receive this grant.

FOLLOW THESE STEPS TO APPLY FOR FINANCIAL AID

1. Apply for admission to Gardner-Webb's GOAL Program.

2. Initiate the financial aid process by completing a Free Application for Federal Student Aid (FAFSA). Students are encouraged to complete this form as soon as their previous year's tax forms are completed. (For example: The info from the 2006 federal tax forms are needed for the FAFSA for the 2007-08 school year.) The FAFSA form can be obtained from the financial planning office, or on the web at www.fafsa.ed.gov.

NOTE: A new FAFSA must be submitted every year in order to be considered for federal financial aid.

NOTE: Be sure to indicate Gardner-Webb as one of the schools to receive any reports resulting from your financial aid application by recording our Title IV code of 002929 where requested.

3. Any student planning to start the GOAL Program in the summer must complete the current year FAFSA form. For example, if you plan on starting with the summer of 2007, you must complete the 2006-2007 FAFSA.

4. Once your application has been processed, the information will be sent electronically to Gardner-Webb. Then we will evaluate your eligibility and an award notification will be sent to you in the mail. You will be guided to view your award via MyWebb. Stafford Loan information and instructions will be located here as well.

5. Some FAFSA forms are chosen by the Dept. of Education for verification. If your application is selected, we will send you a request letter indicating the additional documentation you will need to complete and return to us. We will need to have all requested information before continuing to process your financial aid.

6. To ensure that the financial aid process is completed, you should begin the process as soon as possible. This will allow us ample time to correct any problems that may arise. For additional information call 704-406-4243.

Tuition

Tuition for the 2007-2008 academic year is \$275 per semester hour, beginning with Summer Session I, 2007. Tuition increases, when necessary, are usually implemented during the summer term; however, the University reserves the right to change tuition and other charges at the beginning of any semester if such change is necessary in the judgment of the Board of Trustees. Students enrolled in 12 or more semester hours who are legal North Carolina residents and are pursuing their first baccalaureate degree may be eligible for the North Carolina Legislative Tuition Grant. During the 2007-2008 academic year the grant is projected to be \$900 each semester for the fall and spring semester. The grant is not available during the summer term.

GOAL students pay the GOAL tuition rate per semester hour, as specified in this catalog, for classes designated as GOAL classes, regardless of the number of hours taken. For any class taught on the GWU campus designated as a GOAL class (classes may be designated as both GOAL and day) the GOAL student pays the GOAL tuition rate.

Most students receive some form of financial aid to offset tuition.

Deferred Payment Plan

Tuition, fees, and book charges are payable in full at registration; however, the University makes available a deferred payment plan to those GOAL students who prefer to make two payments during the summer/three payments during the fall/spring semester rather than the full payment at registration. Students may sign up for the deferred payment plan when viewing their online bill or may contact the business office at 704-406-4287.

Employer Paid Tuition

Gardner-Webb recognizes that many companies offer tuition reimbursement to their employees. To enable students to take advantage of this benefit, Gardner-Webb will defer the covered portion of the student's tuition cost until the student receives reimbursement from his/her employer or 30 days after grades are available. Please contact the University Business Office for details on using this plan.

Charge Reduction Policy

Registration in the University is considered a contract binding the student for charges for the entire semester. However, it is the policy of Gardner-Webb university to give pro-rata charge reductions through 60% of the enrollment period in the event a student OFFICIALLY WITHDRAWS FROM SCHOOL. On-campus program students (Undergraduate and Divinity) must complete and return a withdrawal form to the

Registrar's Office in order to be officially withdrawn. GOAL and Graduate program students may withdraw by telephoning or emailing the Registrar's office. A confirmation will be sent when the withdrawal is complete. The withdrawal date is the date this process begins.

Reductions will be computed on total charges for tuition, room and board but not on fees. Students leaving school for disciplinary reasons will not be eligible for any reduction and will be liable for the entire semester charges. Students who withdraw from individual classes after the drop/add period will receive no charge reduction.

For purposes of interpreting this policy the pro-rata charge reduction percentage is equal to the number of calendar days (includes weekends) remaining in the semester divided by the number of calendar days in the semester. No charge reduction will be given after the 60% period of enrollment for the semester.

When a student's charges are reduced, Federal, State, Institutional and Non-institutional Aid will be adjusted in accordance with the regulations governing the respective programs. Please contact the University Business Office for current regulations concerning these programs. Leaving the University without officially withdrawing may result in a student forfeiting all financial aid and, thus, becoming responsible for the entire balance.

Delinquent Student Accounts

Students with outstanding financial obligations may be prevented from registering for the following semester. A student will not be allowed to participate in commencement exercises or receive a diploma, nor will transcripts be released, until all financial obligations are satisfied. Delinquent accounts may be referred to collection agencies and/or credit bureaus. Financial obligations include, but are not limited to, student account balances, parking, disciplinary and library fines, and returned checks.

Identification Card

All GOAL students should acquire a Gardner-Webb University identification card, primarily for the use of library services both on and off the main campus. The ID card may also be used in connection with other University services or activities. Pictures are taken for the cards during student orientation sessions. Students may also send an email to idrequest@gardner-webb.edu to request an ID. Please include in the email the student's name, ID number, address and the center they attend. For other questions regarding ID cards, please contact campus police at 704-406-4444.

Change of Name or Address

Students are requested to contact the Registrar's Office in the event of any change of name or address.

Adding or Changing Courses

The student's schedule of classes may be adjusted by adding or changing courses with the approval of the Academic Advisor during the drop/add dates. Changes which result in the student taking the same number of hours as prior to the change will result in no additional tuition charges or reduction in tuition charges.

Withdrawing From Courses

A student may officially withdraw from a class at any time during the first 75% of a semester or summer term. A grade of W (withdraw) is recorded for the course during the first four weeks of the semester. After the first four weeks of the semester a WP (withdraw passing) or WF (withdraw failing) is assigned by the professor based upon the

professor's assessment of the student's work to date in the course. Students whose withdrawal from courses results in less than a 12 hour enrollment may lose the North Carolina Legislative Grant and/or other financial aid and will be liable for payment of tuition for all changes.

A student who withdraws from a course after the drop/add period must withdraw directly through the Registrar's Office. The student is responsible for carrying out the withdrawal and must secure written documentation of the withdrawal. A student who calls the Registrar's Office to withdraw from a course should request that documentation be sent to him or her by hard copy in the mail or by email.

Medical Withdrawals

Any registered student who experiences medical trauma or a chronic illness that may prevent completing the semester may apply for a medical withdrawal from the University.

A medical withdrawal request must be filed with the Registrar's Office prior to the start of final exams and must include documentation submitted from a physician or psychologist trained in the diagnosis of the medical condition.

A qualifying medical condition, as determined by the physician or psychologist, must prevent the student from participating in all classes remaining during the current semester. A medical withdrawal is a complete withdrawal from the University. The supporting documentation from a physician or psychologist accompanying the medical withdrawal request must be submitted on official letterhead from the physician or psychologist and must be addressed to the Gardner-Webb University Registrar. The medical documentation must also include the physician or psychologist's name, title, professional credentials, license or certification number, and should address the following:

1. Specific diagnoses and findings.
2. Date the examination, assessment, or evaluation was performed.
3. In the event that the medical withdrawal is the result of an injury or accident, the date the injury or accident occurred.
4. In the event the medical withdrawal is due to chronic illness, the date the illness made it necessary to stop attending classes.

A student will be notified of the approval decision following a review of the medical documentation. If the request is approved, the student will receive a final grade of "W" for each class (except in instances of Academic Dishonesty).

Upon medical withdraw from the University a student must apply for readmission to the University to continue studies. The student must provide documentation from the same physician or psychologist, when possible, stating the student is able to continue academic studies at the university. This documentation should follow the same format as above.

Auditing Courses

Any student may audit a class with the permission of the professor of the course. All auditors must file an application with the College of Distance Learning and Continuing Education. Auditors not enrolled in other Gardner-Webb classes will be charged \$150 per credit hour for the course plus any special fees.

Auditors are subject to the attendance regulations of the University. Additional requirements, if any, are the responsibility of the professor. Credit will not be allowed for any course for which a student registers as an auditor.

Taking Courses at Other Institutions (Transient Credit)

Students who wish to insure that courses taken at other accredited institutions during a regular term or summer session are applicable for Gardner-Webb credit must complete a "Request to Recognize Transient Credit" form. This form must be submitted to the Registrar's Office no later than the last class day of the semester prior to the requested semester of study.

Transient credit requests will be considered only for students who are in good academic standing at the University, and thus may not be used to improve academic standing at Gardner-Webb.

The following restrictions apply to the approval of transient credit. Transient credit:

1. will be awarded only for courses that are applicable toward graduation at the host institution
2. will only be awarded for courses in which a grade of "C" or better is earned
3. will not be awarded for courses for which a student previously earned credit at Gardner-Webb
4. may not be earned to repeat a "D" or an "F" earned at Gardner-Webb University.

Transient credit requests will not automatically be approved for students in their final year of study at Gardner-Webb (the final 24 hours for a student enrolled in AA Degree in Nursing Program and the final 32 hours for a student seeking either the BS or BA degree). Students requesting transient credit during this time frame must have the approval of the appropriate Associate Provost. In addition to the "Request to Recognize Transient Credit" form, the "Request to Waive 24/32 Hour Rule" form must be submitted to the Registrar's Office at least two weeks before the last class day of the semester prior to the requested semester of study.

In order to insure that transient credit is properly documented, the student must request an official transcript from the host institution be forwarded to the Gardner-Webb Registrar. For a student taking a transient credit during the final semester of study, all such transcripts must be on file in the Registrar's Office prior to that semester's commencement ceremonies. Transient transcripts not received by this deadline will cause the student's graduation date to be delayed.

Independent Study

The term "independent study" is reserved for those courses specifically designed as guided reading and/or student-initiated research courses that include a written project/paper which shall become part of the holdings of the Dover Library at the conclusion of the course. Independent study is open to students with junior and senior standing and requires the approval of the professor offering the study, the chair of the department, and concurrence of the Assistant Provost for the College of Distance Learning and Continuing Education. The proposal must be submitted and approved by the end of the semester preceding the study. No more than six hours credit in independent study may be applied toward graduation.

Course by Arrangement

A course by arrangement is restricted to a catalog course which is not offered by the University during a given semester or cannot be scheduled by the student. The course might be offered to the student on a one-to-one basis. The option is limited to instances of extenuating circumstances and must be arranged with a full-time faculty member. Approval of the professor, department chair, and the Assistant Provost is required.

Withdrawal, Suspension, Expulsion

Voluntary termination of enrollment during the course of a semester or summer term is defined as withdrawal. Dismissal from school for a specified period of time is suspension, and expulsion is dismissal for an unspecified period of time. Any evening student leaving school before the end of a term is required to secure a withdrawal form from the Registrar, complete it in full, and return it or call the Registrar's office at (704) 406-4260 to completely withdraw by phone. Honorable dismissal is granted only if these procedures are followed, and failure to comply will result in the recording of an F grade on all work taken that term.

Classification of Students

Juniors - students fully qualified academically for credit who have earned 60 or more hours of credit, but less than 90 semester hours.

Seniors - fully qualified academically for credit who have earned 90 or more hours of credit.

Special Students - persons enrolled in classes who are not seeking a degree.

Class Attendance Policy

Regular class attendance is an important student obligation, and each student is responsible for all work conducted in class meetings. **Students are required by University policy to attend a minimum of 75% of the scheduled class meetings.** Failure to do so will result in loss of credit for the course. Furthermore, it is the option of the professor to set a more stringent class attendance policy. During the first week of the semester, the professor will clearly state, in writing, the attendance policy which will govern the class. Students are responsible for knowing the number of absences they accumulate.

Students enrolled in online classes must "show up" for class by participation on a regular basis and submitting assigned work in a timely manner.

Absence from class does not excuse the student from responsibility for class work. Planned class absences for foreseeable personal circumstances or official University business must be negotiated with the professor prior to the absence and plans made for the submission of course work missed.

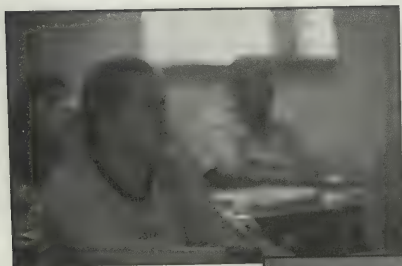
If weather prevents class meetings, cancellations will be announced on local radio and the Gardner-Webb University web site www.gardner-webb.edu for each center. In addition one may call the 1-877-GWU-SNOW number for current weather information. Professors and students may agree upon a mutually acceptable time for make-up of cancellations.

Students who miss scheduled tests and examinations without excusable reasons may not make up such assignments. Authorization to make up tests missed for excusable reasons is obtained from the professor of the class.

A student who does not take the final examination at the scheduled time will receive a failing grade in the subject unless excused by the instructor. If the student is excused, the grade will be recorded as Incomplete.

YMCA Professional Studies Program

Gardner-Webb University, the Cleveland County YMCA and the YMCA of the USA have formed a partnership to develop a Gardner-Webb University Student YMCA. The YMCA Professional Studies Program prepares undergraduates for careers in the non-profit field, including YMCAs. Through this innovative partnership, YMCA courses offer a distinct path toward future employment. The YMCA program is designed to provide undergraduate students with opportunities to learn and develop competencies needed in the professional workplace. Specific YMCA courses, as well as those complimentary to non-profit settings, are offered at GWU. Course details are listed on page 68.



GRADES AND REPORTS

Grading System

Grades and grade points represent the instructor's final estimate of the student's performance in a course. A student earns quality points as well as semester hours if the level of performance does not fall below that of "D." The table below lists the letter grades, the interpretation of each of the grades and the quality points for each hour of credit.

Grades	Hours Attempted Per Credit Hour	Quality Points Per Credit Hour
A-Exceptional	1	4
B-Outstanding	1	3
C-Satisfactory	1	2
D-Marginal	1	1
F-Failing	1	0
P-Passing	0	0
I-Incomplete	1	0
W-Withdrew w/o penalty	0	0
WP-Withdrew passing	0	0
WF-Withdrew failing	1	0
@W-Administrative Withdrawal	0	0
@F-Administrative Failure	1	0
Fx-Failure for Academic Dishonesty	1	0
TR-Transfer Credit	Hours Credit Only	Hours Credit Only
CR-Credit Hours	Hours Credit Only	Hours Credit Only
AU-Auditor	0	0
Repeated-Repeated Course	0	0
#-Higher attempt		
Multiplied by Quality Points	1	Computed According to Grade for Final Grade

An "I" is assigned where course work is not complete because of circumstances beyond the control of the student. The student has up to 90 days to complete the course work and remove the "I"; otherwise an "F" will be automatically assigned by the Registrar's Office.

A "W" will be assigned when a student withdraws from a course during the first four weeks of the semester. After the first four weeks of the semester, a WF or WP is assigned by the professor based upon the professor's assessment of the student's work to date in the course. Summer withdrawal dates are published in registration materials. A grade of WF will have the same effect on the student's GPA as having completed the course and receiving an F.

@W - This grade represents an administrative withdrawal from a course. It would be assigned to any student listed on the official class roll who has never attended a class session.

@F - This grade represents an administrative failure of a course. It could be assigned by either the professor or the registrar's office to any student who ceases to attend class

or who otherwise exceeds to permissible number of absences in a course. This grade would be treated the same as the basic "F"; it would count against the student's grade-point average and would be repeatable under the same provisions as outlined in the university catalog.

The last date for withdrawing from an individual course will be four weeks after midterm grade report period or a date not to exceed 75% of the course (including summer school). After this time the only courses which will be dropped are those which a student drops when withdrawing from the University.

Once a grade has been submitted to the Registrar, it will not be changed except in the event of a clerical error or an error in calculation, or as a result of the appeal process.

For the policy concerning the appeal of a grade, see the section entitled Academic Affairs.

Grade Point Average (GPA)

The student's general academic performance is indicated by a Grade Point Average. This figure is determined by dividing earned quality points by attempted semester hours. Three Grade Point Averages are significant for each student: the semester GPA, the GPA for all work taken at Gardner-Webb and the overall GPA which includes any work taken at other institutions as well as the student's work at Gardner-Webb. The overall GPA is used for University-related agencies, the Alpha Chi advisor, and departments requiring overall GPA and includes all work attempted at previous educational institutions. Students must achieve a minimum GPA of 2.0 on all work taken at Gardner-Webb to qualify for graduation.

Repeating Courses

A student may repeat up to six courses in which a "D," or "F," or "WF" is made to improve grades for GPA purposes. When a course is repeated (up to six courses), only the higher grade is counted in computing the Gardner-Webb GPA. Beginning with the seventh course all repeat attempts will be counted in the GPA. Students are allowed to retake courses that they fail due to academic dishonesty; however, the course hours attempted will continue to be calculated in figuring the student's grade point average.

Retention Standards

Standards for acceptable academic progress at Gardner-Webb University are set to assist students in assessing the quality of their performance. Academic probation and suspension are used to alert students to potentially serious academic difficulty in their progress toward degrees.

Students are placed on academic probation as a warning that their level of academic achievement is falling below the level expected of students in their class. Should their academic achievement not improve, they are in danger of being suspended from the University.

Students will be placed on probation when their Gardner-Webb Grade Point Average falls below these minimum standards:

Juniors with 60 to 89 hours	1.9
Seniors with 90 hours and above	2.0

A student placed on academic probation remains on probation for the entire semester. The student will register for no more than 15 credit hours during any semester on probation.

In order to be removed from academic probation, the student's Gardner-Webb GPA must return to the appropriate minimum standard. If the student fails to bring the grade point average to a satisfactory level during the probationary semester but the semester's GPA is at or above the minimum required, probation will be continued for another semester.

If at any time while on academic probation the student's semester Gardner-Webb GPA falls below the minimum requirement, the student will be suspended for one semester. After the one-semester suspension, a student desiring readmission must submit a formal application for readmission. If approved, the student may register for classes and will be automatically placed on academic probation.

Should a second academic suspension occur (even if the first or second suspension is waived on appeal), it will be for at least two semesters. After a two-semester suspension from the University, the student must submit a formal application for readmission. If readmission is granted, the student may register for classes and will be automatically placed on academic probation. If placed on suspension a third time, the student will be suspended for two semesters. Readmission requires the approval of the Admissions and Financial Aid Committee. Students suspended from the University are not automatically reinstated upon reapplication.

A student who wishes to appeal the denial of reinstatement may do so through the Admissions and Financial Aid Committee. A student who wishes to appeal being placed on academic probation or suspension may do so through the office of the Provost. Suspensions that are waived on appeal are still noted on the students' academic transcript. Students on either academic or disciplinary suspension are not allowed to participate in dramatic, musical, athletic, or other practice sessions since they are not to represent the University or participate in the public performance of such events.

Summer study at Gardner-Webb University may be used to improve one's academic standing. However, a student who is on academic probation or suspension may not use study at another institution to improve his/her Gardner-Webb academic standing.

Honors

Semester Honors

Two lists of honor students are posted each semester:

1. Dean's list - Student's enrolled for a minimum of 12 hours and fewer than 15 must have a 4.0 Gardner-Webb Grade Point Average, and one taking 15 hours or more must have a 3.7 or better with no grade below a C.

2. Honor roll - Students enrolled for a minimum of 12 hours and fewer than 15 hours must have a 3.5 Gardner-Webb Grade Point Average with no grade below C, and one taking 15 or more hours must have between a 3.2 and 3.7 average with no grade below C.

Alpha Sigma Lambda

Gardner-Webb University is affiliated with this National Honor Society designed for adult students. Membership in Alpha Sigma Lambda is the highest honor that is bestowed upon GOAL students at Gardner-Webb University. A list of Alpha Sigma Lambda nominees is produced by the Registrar and audited for membership requirements. Alpha Sigma Lambda nominees receive a letter of nomination explaining the requirements of membership and an invitation to an induction ceremony.

To be eligible for ASL, a student must:

1. Be an adult engaged in balancing the multiple responsibilities of home, career, community, and education
2. Have a minimum 3.5 GPA at GWU as well as a 3.5 GPA overall including all colleges previously attended

3. Place in the top 10% of his/her class having earned a total of 90 semester hours credit
4. Have earned 30 semester hours credit from Gardner-Webb University
5. Have earned at least 12 of the total semester hour credits in the Liberal Arts/Sciences
6. Be enrolled for at least 12 hours in the semester of induction and have excellent citizenship and character

Mu Psi Chapter-at-Large, Gardner-Webb University & Queens University of Charlotte, Sigma Theta Tau International Honor Society Of Nursing

The Gardner-Webb University School of Nursing is privileged to have an approved Chapter-at-Large, Sigma Theta Tau International Honor Society of Nursing with Queens University of Charlotte. STTI is the only nursing society dedicated to improving the health of the world's people, thus the name Sigma Theta Tau International. Baccalaureate and graduate nursing students meeting the eligibility criteria for membership, having endorsement for membership, and approval for membership by Mu Psi Board of Directors and /or members of Mu Psi are invited for membership and to an induction ceremony. The Gardner-Webb University Mu Psi Faculty Counselor is responsible for identifying Gardner-Webb University students who qualify for membership. The induction ceremony will be held at Gardner-Webb University in April in the odd years and at Queens University of Charlotte in the even years. Mu Psi is not funded through Gardner-Webb University but is maintained independently through membership fees and fund raising activities. Upon graduation, students continue to be active in Mu Psi as long as paid dues are current.

Mu Psi Chapter-at-Large membership requirements for baccalaureate nursing students are:

1. Completion of a minimum of 1/2 of the nursing curriculum.
2. 3.0 grade point average on a 4.0 sliding scale on all courses taken through Gardner-Webb University.
3. Rank in the upper 35% of their graduating class.
4. Meet expectations of academic and professional integrity, and potential for leadership.

Graduation Honors

To be considered for baccalaureate honors a graduating student must complete a minimum of 64 hours at Gardner-Webb, and his or her GPA for that work taken here must merit honors. Those in the upper 12% of the graduating class will receive honors. One-sixth of those so designated will graduate summa cum laude; one-third will graduate magna cum laude; and one-half will graduate cum laude. This standard will be applied to graduates in each of the following categories: Arts/Sciences, Elementary Education/Physical Education, Day Business, GOAL Arts/Sciences, and GOAL Business.

GOAL Academic Award

At the August commencement exercises, the GOAL Academic Award is presented to the GOAL student from both the spring and summer graduations with the highest overall academic grade point average. This grade point average considers all transfer work as well as work at Gardner-Webb.

Graduation Requirements

A minimum of 128 semester hours is required for the baccalaureate degree. All candidates for graduation must take their final 32 hours with Gardner-Webb University. Students transferring from junior colleges are required to complete a minimum of 64 semester hours of subsequent study in senior colleges or universities, with at least the final 32 hours with Gardner-Webb.

A student must have a minimum grade of C on each course counted toward the major. A transfer student is required to complete at least one-half of the major (15 semester hours) at Gardner-Webb.

Application for Graduation

Each student is responsible for fulfilling all requirements for the chosen degree program. In cooperation with his/her advisor, the student is also responsible for filing an Application for Graduation with the Registrar no later than the end of the preregistration during the semester prior to the final semester of study. GOAL advisors will have the graduation application at registration for the student's final semester. Specific deadlines will be published and a \$50 late fee will be imposed after the deadline date. A final deadline will also be published after which applications will be carried forward to the next scheduled commencement. All candidates are required to be present at Commencement. The University is not obligated to grant a degree to any candidate for graduation who does not attend the exercises. Students who cannot attend commencement will be required to attend the next scheduled one. Contact the Assistant Provost for the College of Distance Learning and Continuing Education to request such a change.

Student Responsibility

The student bears the final responsibility for the selection of a program of study and adherence to all published regulations and requirements of the University, including the preceding requirements for graduation. The student cannot transfer this responsibility to his/her academic advisor.

Academic Appeals

An undergraduate student who has a question about an academic decision should consult the University official responsible for the decision. Gardner-Webb protects the interests and rights of students by a procedure whereby decisions about the following issues may be appealed: academic probation, academic suspension, transfer credits, graduation requirements, and grades. With the exception of grade appeals, the student must make all appeals, in writing, no more than eighteen months after the date of the decision being appealed.

Academic Probation and Suspension

Appeals of academic probation and suspension decisions are made directly to the appropriate Associate Provost.

Transfer Credits and Graduation Requirements

Appeals of transfer credits and graduation requirements are made through the advisor, the department chair, the Assistant Provost for the College of Distance Learning and Continuing Education, the Registrar, and the Educational Policies and Standards Committee, in that order.

Grades

A student has a right to appeal a grade if there is sufficient reason to believe that (1) a question of unfairness, rather than professional judgment, is involved, or (2) there was a clerical error or an error in the calculation of the grade. The student should first consult with the professor involved, and failing satisfactory resolution, the department chair, the Assistant Provost of the College of Distance Learning and Continuing Education, the appropriate Associate Provost, and the Educational Policies and Standards Committee, in that order. Furthermore, the student should be aware that, as in all grade changes, an Associate Provost must approve grade changes resulting from an appeal. The last date to initiate a grade appeal is the end of the following semester.

Appeals made on behalf of the student by another party (faculty or official of the institution or a parent) will be dismissed. Supporting documentation submitted by a member of the faculty or administration to augment or clarify the student's appeal is welcome and will be given full consideration. Academic Appeal Filing Forms may be obtained from the Associate Provost's office (102 Webb Hall, phone number 704-406-3522).

Campus Shop

(Hours: 8:30-4:30, Monday-Friday)

The Campus Shop, located on the ground floor of the Dover Campus Center, provides all books and materials needed by students for their courses of study. Students should order textbooks on-line (or pick them up at the Campus Shop) for all classes. Go to the Campus Shop's home page at www.shop.gardner-webb.edu. Click on "Ordering GOAL/Grad books Online". Follow prompts provided to order textbooks. If students have problems or questions with purchasing books, contact the Campus Shop at 704-406-4273 or email at bookstore@gardner-webb.edu. Book buy-back is conducted near the Campus Shop and at selected GOAL centers at the end of each semester.

The Campus Shop hosts Graduation Fairs on the campus and at four GOAL Center sites for the convenience of graduates. Graduation regalia is available for purchase and students have opportunity to order other graduation products at this meeting. Announcement of the dates and places for the Fairs will be sent to all students who will be graduating within the next few months.

Class rings and graduation announcements may also be ordered in writing directly to the Campus Shop. Class ring brochures are available upon request at the regular University telephone number (704) 406-4273. Those desiring to purchase a University yearbook may write to: Yearbook Advisor, Gardner-Webb University, Boiling Springs, N.C. 28017.

Student Access to Educational Records

Gardner-Webb University complies with the Family Educational Rights and Privacy Act of 1974. This Act is designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with The Family Educational Rights and Privacy Act Office (FERPA) concerning alleged failures by the institution to comply with the Act.

Institutional policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies of the policy can be found in the Office of the Registrar. That office also maintains a Directory of Records which lists all student educational records maintained by this institution. Information known as Directory

Information will be published unless the student specifically requests the Registrar's Office to withhold this information. Directory Information is defined as the following: student name, local and permanent addresses, telephone numbers, date of birth, major(s), dates of attendance, previous educational institutions attended, and degree and awards received.

Questions concerning the Family Educational Rights and Privacy Act may be referred to the Office of the Registrar.

Noel Programs for the Disabled

The Noel Program for Student's with Disabilities provides support services to individuals with the documented disabilities. In order to assess each disabled student's needs and to provide the necessary support services, professional documentation of a disability or disabilities must be furnished no later than three weeks prior to the beginning of services. Documentation must be current. Upon acceptance at the University, documentation should be sent to the Noel Program for Student's with Disabilities. (704-406-4270)

University Police

The University Police Department is a multi-functional service agency whose primary purpose is to protect the University community and enforce N.C. state law. Full-time officers are professionals who have been certified, and sworn by the N.C. Attorney General office. Services provided by the department include traffic control, engraving, educational seminars, a 24-hour emergency number, vehicle entry service for "lock-outs", vehicle "jump-starts", and escort service on campus. Officers patrol the entire campus on foot, bicycles, and in marked/unmarked campus police vehicles. The department also employs students who are uniformed.

The University Police Department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center seven days per week.

Vehicle Registration

All motorized vehicles operated on Gardner-Webb property must be registered with the University Police office and display a valid permit. Graduate and GOAL students can obtain permits for \$35.00. Students may register vehicles by logging into MyWebb and following the links to vehicle registration. A parking regulations and restrictions manual is distributed with each permit. The University Police department is located in the Poston Center and operates on a 24-hour basis. The Poston Center also functions as a reception center Monday through Friday 8:00 A.M. until 10:00 P.M. and Sundays 2:00 P.M. until 10:00 P.M.



CODE OF CONDUCT

The Code of Conduct is an official part of Gardner-Webb University and gives life on the campus and in the regional centers a special personality. It represents values necessary for an open educational community. Students who enroll at Gardner-Webb agree to abide by this Code. The Code is outlined in the student handbook. The following is a list of prohibited behaviors:

Alcohol/Drugs: Possessing, consuming, being inebriated (drunk), driving while impaired, selling or distributing alcoholic beverages or illegal drugs on campus or at a Gardner-Webb University off-campus site.

Vandalism: The willful damage to, destruction or defacement of property in general.

Stealing: Unauthorized taking of property or being in possession of stolen property.

Accessory/Accessory after the Fact: Being a party to, witness to or having knowledge of any policy violation which is occurring or has occurred without reporting such violations immediately to the proper authorities.

Lying: Furnishing false information with the intention of deceiving.

Assault: An act or movement which conveys an intention to use force of violence or cause physical injury to another person.

Aggravated Assault: An assault in which there is an intent to inflict injury or an attempt to inflict serious injury which may involve the use of a weapon.

Unauthorized Entry: Breaking and unauthorized entry into any Gardner-Webb University facility.

Hazing: To annoy any student by playing abusive or ridiculous tricks on him/her, to frighten, scold, beat or harass him/her or subject him/her to personal indignity. (North Carolina Statute: 14-35)

Verbal Abuse or Harassment: Insulting, taunting or threatening communication; defaming of character; indecent language, verbal assaults; derogatory, sexist or racist remarks; or any behavior that puts another member of the university community or guest in a state of fear or anxiety.

Gambling: Illegal gambling, wagering, or betting.

False Reporting: Intentional false reporting of a bomb, fire, or any other emergency.

Obscene, Lewd, Indecent Media Exhibition: The use, display, or exhibition of pornographic magazines, movies, video tape, records, cassettes, or posters.

Demonstrations: The gathering of a group of students for the purpose of a demonstration that is not orderly or peaceful which interferes with the academic process of normal operation of the University.

Aiding/Abetting: Aiding, abetting or conspiring with another person to become involved in prohibited behavior.

Disorderly Conduct: Any disorderly behavior.

Firearms/Explosives/Weapons: The use, possession or distribution of firearms, explosives, fireworks or knives at any GWU facility.

Language: Lewd, obscene, indecent, profane and vulgar language, writing, expression or behavior.

Fair Procedures

The Student Government Association of Gardner-Webb University includes in its membership all students of the institution. A student charged and/or participating in prohibited behavior is granted the following in order to ensure fundamental fairness in the judicial process.

A. Notice. The student has the right to be informed in writing of the charge(s) against him or her. The notice must provide the charge(s) as well as the specific evidence which resulted in the charge(s).

B. Procedures. The student has the right to be informed orally or in writing of the judicial procedures.

C. Right to Counsel. The student has the right to be represented by a person of his/her choice from the University to act as counsel.

D. Evidence. The student has the right to have dismissed from consideration evidence which resulted from confessions obtained by coercion or deceit and objects or documents obtained as a result of illegal search.

E. Right to call witnesses. The student has the right to present witnesses from the University to testify in his/her defense.

F. Hearing. The student has the right to respond to charges before a disciplinary decision is made.

G. Written report. The student has the right to a letter reporting the result of the hearing.

H. Appeals. The student has the right to appeal a decision by either a hearing officer or a judicial board for any of the following reasons:

- (1) irregularity in proceedings
- (2) punishment inconsistent with the nature of the offense
- (3) additional evidence not available at the hearing

When a student pleads guilty and a minimum penalty is assessed, the student does not have the right to appeal the decision.

HONOR CODE

Gardner-Webb University students are pledged to uphold honesty, integrity, and truthfulness in all realms of University life. Students are not to lie, cheat or steal nor tolerate those who do. The Student Government Association requires all students to sign the Honor Code Form as a part of the enrollment process at the University. This signed form is kept in the Office of the Vice President and Dean of Student Development.

POLICY OF ACADEMIC HONESTY

Preamble

As a community of scholars founded upon the ideals of Christianity, Gardner-Webb University expects its students to develop and display a strong sense of academic integrity. As in any community, this institution must be governed by regulations; and like the laws of any community, these rules function best when they are fully understood, accepted and cherished by each and every individual member of the community. Therefore, all students and faculty members are expected to be familiar with and to base their actions upon the following statements regarding academic honesty.

Student Responsibilities

1. Students should recognize that the regulations governing academic integrity exist for the protection of the honest and that dishonesty in an academic setting must not be tolerated, much less condoned.
2. Students are responsible for their own work. Any assignment turned in by a student is assumed to be the work of the student whose name appears on the assignment.
3. Students are ultimately responsible for understanding a faculty member's instructions for any assignment. If instructions are not clear, students must seek clarification from the instructor.
4. Students must understand the definitions of plagiarism and academic dishonesty.
5. Students should familiarize themselves with the proper use of citations and quotations in order to avoid accidentally passing someone else's work off as their own.
6. Students are expected to report incidents of academic dishonesty to their professor.
7. Any student who threatens or coerces another student or faculty member for reporting a Honor Code violation will face disciplinary action, with expulsion being the recommended punishment.

Faculty Responsibilities

1. Faculty must explain all assignments as thoroughly as is reasonable and should address any extraordinary limitations on outside assistance.
2. Faculty members should take reasonable precautions in giving tests to ensure that violations do not occur. The fact that a faculty member did not take a specific precaution does not, however, constitute an excuse for any form of academic dishonesty.
3. Faculty must be willing to investigate and, if circumstances warrant, press charges against students suspected of academic dishonesty.
4. Faculty members must file an Academic Dishonesty Report any time they issue an Official Warning or charge a student with an infraction.
5. Faculty members must seek to be fair in their dealings with students, particularly regarding cases of academic dishonesty, and must realize that no student can be convicted on suspicion alone.
6. Faculty members may ask students to sign a statement of academic honesty prior to turning in an exam, term paper, or project to their professor stating: "I have neither given nor received unauthorized help on this assignment."

DEFINITION OF ACADEMIC DISHONESTY

Academic Dishonesty is the deliberate and knowing misrepresentation of one's academic work. A student is dishonest when two circumstances occur: (1) The student could reasonably be expected to know that his/her professor would disapprove of some aspect or circumstance of the student's academic work; and (2) the student submits work to the instructor for evaluation while hiding that particular aspect or circumstance from the instructor.

To do so is clearly dishonest because the instructor will evaluate the work as what he/she understands it to be. The student has deceived the instructor by misrepresenting the work, and the evaluation has not been rightly earned. From another perspective, academic dishonesty may be viewed as the use of unauthorized assistance in any work

that is to be evaluated –“unauthorized” meaning that the professor would not approve of the form of assistance received and is unaware of its use. The student is being dishonest if he/she deliberately hides this assistance from the instructor while knowing the instructor would not approve of this assistance. If the instructor is unaware of the assistance that has been received he/she will evaluate the work as being entirely the student's own. Thus, the evaluation has not been fairly earned by the student. Furthermore, any student who knowingly gives unauthorized assistance is also guilty of academic dishonesty.

On tests and examinations academic dishonesty occurs when a student receives any assistance that the professor has not expressly permitted. It may take the form of looking on another student's test paper or bringing into the test site any information or materials not expressly permitted by the professor. Both of the above definitions of academic dishonesty apply: the student has misrepresented the test as being entirely his/her own work. Furthermore, the student has received unauthorized assistance.

On research papers, reports and other written assignments a form of academic dishonesty is plagiarism, which is the use of someone else's information or exact words without properly “documenting” or identifying that source. Whenever someone else's exact words are used those words must be properly punctuated as a quotation and the source fully identified. Also, any information or ideas that have been taken from a source other than the student's own personal knowledge “book, article, interview, etc.,” must be properly documented, even though the student may be rephrasing the information in his/her own words. A student should not hesitate to consult the professor about any question or uncertainty regarding proper documentation or research information.

A professor may often allow and even encourage students to work together on assignments or receive assistance from other students, other faculty members, other university staff members, friends, family or others. However, if the professor has not expressly allowed such assistance and expects the assignment to be done entirely by the student, to do otherwise would be dishonest. The student should consult the professor if there is any doubt about outside assistance being allowable.

Because students receive academic credit for the Dimensions program and because grading for this program is based exclusively on attendance, academic dishonesty also includes any attempt to gain credit for Dimensions without attending or staying for a complete program.

The examples above are not intended to be a full list of cases of academic dishonesty, but they illustrate the definition. Ultimately, academic dishonesty amounts to deliberately hiding something from the professor. So the best advice is this: whenever in any doubt, consult the professor.

PROCEDURES FOR HANDLING CASES OF ACADEMIC DISHONESTY

(Policies may differ in graduate programs. Graduate students should consult the Graduate Catalog.)

OFFICIAL WARNINGS

Purpose

The purpose of official warnings is to provide the Gardner-Webb community with a more flexible way of addressing instances of academic dishonesty. In essence, it creates a way of handling misdemeanor cases to complement the existing system for handling more serious instances (see Formal Charges section below). Faculty should issue warnings when they deem them appropriate, typically this will be when a student engages in academic dishonesty on a relatively minor assignment, or where the academic dishonesty affects only a small portion of a larger assignment. Warnings would also be suitable in cases where the instructor feels that the student's actions, while unacceptable, were more the result of ignorance than a deliberate effort to deceive. Warnings are also acceptable in other cases where faculty members who, in their best professional judgment, believe that an act of academic dishonesty occurred, but for whatever reason, do not wish to file formal charges against the suspected perpetrator.

Faculty members must indeed have evidence to issue warnings; they must be able to explain what specific violation has occurred and be able to document their charges. Students have, as always, the right to appeal any decision made by university officials.

PROCEDURE

The instructor must meet with the student(s) involved and thoroughly explain the specific type of violation, the reasons for suspecting an irregularity, and should also emphasize the importance of academic honesty to the student(s). In this conference, the instructor should also conscientiously listen to the student's position as well. Upon completion of the conference, if the instructor deems a warning is merited, he or she should send an Academic Dishonesty Report indicating an Official Warning has been issued. The Report should also include details of the incident (including copies of any evidence available), the student's position and the faculty member's rationale for not filing formal charges of academic dishonesty. The Report must be signed by both faculty member and student and filed with the office of the Vice President of Student Development or Assistant Provost, if the student is enrolled in the GOAL program. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. Upon receipt of the Report, the Vice President and Dean of Student Development or the Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office. The Report will become part of the student's confidential disciplinary file in the Dean's office and will serve as a record of the student having been warned about the nature and consequences of academic dishonesty. Thus, it may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

In cases where a student has already been formally convicted of Academic Dishonesty (first or second offense) a warning is not appropriate. In these cases, the Vice President and Dean of Student Development's Office will contact the instructor issuing the warning to inform him or her of the student's prior conviction(s). The instructor must then file formal charges against the student.

Should a student receive a second warning, the Vice President and Dean of Student Development's office will contact the instructor who issued the second warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the warning becomes part of the student's confidential disciplinary file and thus may be used as evidence should any charges of academic dishonesty be filed against that student in the future.

Should a student receive a third warning, the Vice President and Dean of Student Development's office will contact the instructor who issued the third warning to inform him or her that the student has already been warned about academic dishonesty and to give the instructor the opportunity of filing formal charges. If the instructor chooses to file charges, the procedure for handling academic dishonesty cases will, of course, apply. If not, the Academic Judicial board must convene a hearing before which the student must appear and faculty members who have issued warnings to the student may well be called to appear (thus, faculty members should retain records concerning all warnings issued) at the Board's discretion. While the Board does not have the authority to overrule or alter an instructor's decision regarding a student's grade in a course, they will have the discretion of determining whether the student's pattern of conduct merits an institutional punishment (i.e. Academic probation, suspension or expulsion). If the Board decides that punishment is warranted based on the pattern of behavior, this decision is treated as a First Offense conviction under the Academic Honesty Policy. Note: Warnings are not considered appropriate for students already having a prior conviction on Academic Dishonesty.

The student's right of appeal and all appeals policies remain in effect concerning decisions made in this process.

FORMAL CHARGES

When a faculty member suspects a student of academic dishonesty, he or she must investigate the incident as fully as is reasonably possible. If, based upon a thorough investigation of the incident, the faculty member concludes that the student has committed an act of academic dishonesty serious enough to warrant formal charges the faculty member must present the charges and the evidence to the student in a conference. A student may plead responsible to the charges and thereby waive his/her right to a hearing. The student who pleads responsible agrees to accept whatever penalty the faculty member deems fitting (ranging from a lowered grade on the assignment to assigning a "FX" for the course). An Academic Dishonesty Report indicating the offense and the penalty assessed for the infraction (or the student's intention to contest) must be signed by both faculty member and student and filed with the office of the Vice President of Student Development or Assistant Provost for Schools, if the student is enrolled in the GOAL program. The Academic Dishonesty Report must be filed within one week of the faculty member's conference with the student. Upon receipt of the report, the Vice President and Dean of Student Development or the Assistant Provost for Schools will send a copy of the Academic Dishonesty Report to the Registrar's Office.

The case is closed at this point, unless one or both of the following occur:

- 1) The student wishes to contest the faculty member's charges on the grounds of inadequate or newly discovered evidence, or unfair treatment. Such an intention must be filed in writing, with the Vice President and Dean of Student Development (or the Assistant Provost for Schools) within one week of conference with the faculty member (i.e. the date listed on the Academic Dishonesty Report). This intention to contest should state as fully and plainly as possible the grounds for contesting the charge.
- 2) The Vice President and Dean of Student Development or the Assistant Provost for Schools determines that this is the student's second offense.

In either case, the Vice President and Dean of Student Development (or Assistant Provost for Schools) will contact members of the Academic Judicial Board to review the evidence in the case. The Academic Judicial Board shall include the Assistant Provost for Schools (or the appointed representative thereof) for GOAL students or the Vice President and Dean of Student Development (or the appointed representative thereof) for other students, the Associate Provost for Arts & Sciences (or the appointed representative thereof), and the President of Alpha Chi.

In the case of a contested charge, the board will review the case and vote whether the case merits a hearing. If the Academic Judicial Board decides that the student has no grounds to contest the faculty member's charges, the instructor may assess whatever penalty he/she deems fitting as described under "Punishments: First offense." If the Board determines that the case merits a hearing, or if the student is charged with a second offense, the Academic Judicial Board will summon both the student and faculty member to appear before it in a full hearing. At such hearing, both the student and the faculty member may present evidence regarding the charges. In accordance with University policies, students may ask anyone from within the University community to appear on their behalf at the hearing. Members of the Academic Judicial Board are expected to hear the case objectively and decide the case based upon the presentation of evidence.

The Board may either support or dismiss the faculty member's charges. Should it find the student responsible of a second offense, the Board will levy punishments (see next page) against the student in addition to those imposed by the faculty member, and may do so in the case of a contested first offense.

A student found responsible for Academic Dishonesty may appeal the decision to the Provost of the University, but only on the basis of additional evidence unavailable at the Board hearing, improper procedure, or a punishment inconsistent with the offense. A faculty member has the right to appeal a Board decision only on the grounds of improper procedure or a punishment inconsistent with the violation. Such an appeal must be filed, in writing, within 24 hours of the Board's decision. The Provost may decide to hear the appeal or to uphold the Board's decision. The Provost's decisions are final.

SANCTIONS

First Offense:

The sanction for a first offense may range from penalizing the student's grade on the specific assignment and submitting the Academic Dishonesty Report as a written record of the violation to assigning the student a failing grade for the course. When a failing grade for Academic Dishonesty has been assigned, an FX will be recorded as a permanent indication of the offense on the student's transcript.

Second Offense:

The sanction for a second offense may range from academic probation for lesser offenses on minor assignments to suspension or expulsion for extensive dishonesty on tests, exams, or major papers. The Academic Judicial Board should base, in part, its determination of the severity of the punishment upon the severity of the first infraction. Any student convicted of a second offense will receive a failing grade for the course and an FX will be recorded as a permanent indication of the offense on the student's transcript. Students responsible for any second offense will be ineligible for academic honors.

Third Offense:

Any student found responsible for a third offense of any kind will be expelled from the University with the action so noted on the student's transcript.

Repeating Courses in which Academic Dishonesty Occurred:

University Policy regarding repeating courses is not applicable in a situation where a failing grade was assigned because of academic dishonesty (FX). An "FX" that is assigned as a penalty for academic dishonesty will remain a part of the academic transcript. It cannot be removed by a course repeat and will be factored in the grade point average.

Academic Dishonesty Outcome Letters

In accordance with The Family Educational Rights and Privacy Act of 1974 (commonly known as FERPA or the Buckley Amendment) addressing university officials considered in the category of "need to know", it is University Policy to inform in writing the following people and/or offices of the outcome of an academic dishonesty hearing:

- the accused student
- the accused student's appeal advisor
- the professor bringing the charges
- members of the Academic Judicial Board
- the accused student's academic advisor
- Registrar's Office
- Provost & Senior Vice President of the University
- The accused student's disciplinary file

Compliance Statement For the Drug-Free Schools and Communities Act Amendments

Gardner-Webb University supports and is fully committed to the concept of a drug- and alcohol-free campus and community. In order to comply with the Drug-Free Schools and Communities Act Amendments of 1989, Gardner-Webb publishes the following and makes it available:

(1) The unlawful manufacture, distribution, dispensing, possession or use of controlled substances such as, but not limited to, the following: Narcotics (heroin, morphine, etc.), Cannabis (marijuana, hashish, etc.), Stimulants (cocaine, diet pills, etc.), Depressants (tranquilizers, etc.), Hallucinogens (MDA, MDA-known as "ecstasy", ice, etc.). Alcohol is prohibited by students on Gardner-Webb University property or as any part of the university's activities. As a condition of enrollment, Gardner-Webb University students will abide by these terms.

(2) Gardner-Webb will impose disciplinary sanctions on students who violate the terms of paragraph 1, above. Upon conviction, the appropriate disciplinary action, up to and including expulsion from the University and/or satisfactory participation in a drug and alcohol abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency, will be taken. More specific penalties are outlined in the following publications: Gardner-Webb University Student Handbook and the Gardner-Webb University Graduate catalog. Violations may also be referred to the appropriate civil authorities for prosecution under local, state, and federal law.

(3) Local, state, and federal laws prohibit the unlawful possession, and distribution of illicit drugs and alcohol. The applicable legal sanctions for various offenses are listed in the North Carolina Criminal Law and Procedure book, a reference copy of which is maintained by the Department of Safety and Security.

(4) A booklet describing the health risks associated with the illicit drugs and abuse of alcohol is made available to all students. Additional information and individual counseling is available through the University's Counseling Center, if necessary, and at the student's expense, referral can be made to an outside agency.

Alcohol possession and/or consumption on campus locations

1st offense - \$75 fine.

2nd offense - \$100 fine, attend alcohol education program at the student's expense, disciplinary probation.

3rd offense - suspension from the university.

Being legally intoxicated or under the influence of drugs

1st offense - \$100 fine, attend alcohol education program at the student's expense, disciplinary probation.

2nd offense - suspension from the university.

Distribution of alcohol to a minor

1st offense - suspension from the university.

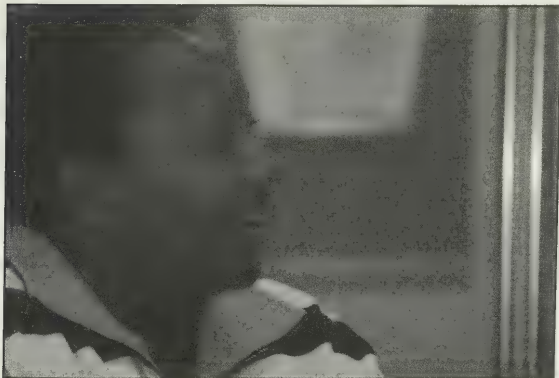
Simple possession and/or use of illegal drugs

1st offense - \$100 fine, drug education program, disciplinary probation.

2nd offense - suspension from the university.

Distributing drugs illegally

1st offense - suspension from the university.



GOAL CORE CURRICULUM

As a member of the higher education community, Gardner-Webb University's academic programs include a series of broad and intensive learning experiences entitled, "Dimensions of Excellence." Further, each "Dimension" in the general studies component has a set of competencies which students are expected to meet in order to complete successfully a bachelor's degree at Gardner-Webb University.

The university has been recognized by the John Templeton Foundation and listed in its Honor Roll of Character-Building institutions; therefore, the core curriculum includes a general studies component appropriate for a character-building institution. Care has been taken to ensure that the focus and theme of the core curriculum is compatible with the university's mission and heritage.

Dimension of the Humanities

Students will

1. develop skills in formulating well organized thoughts for the purpose of effective communication;
2. demonstrate the ability to analyze written, oral, or visual forms of communication and create appropriate responses;
3. compare and contrast intra- and intercultural realities to cultivate attributes necessary for adapting to and functioning in a globalized world; and
4. develop skills in effective research using traditional and technology-based research methods.

Dimensions of Heritage

Students will

1. identify and analyze the origins, development, and complexity of contemporary civilization;
2. describe significant economic, religious, political, technological, cultural and social trends and patterns of change over time;
3. recognize that the role of the individual is culturally determined and will distinguish basic cultural traits of American, Western and other civilizations; and
4. develop effective analytical and communication skills.

Dimensions of Scientific Inquiry

Students will

1. describe the process of acquiring scientific knowledge through the scientific method and discuss the limitations of science, as conclusions are based on quantifiable and testable attributes of the physical universe;
2. demonstrate an understanding of key concepts and vocabulary in physical and life sciences;
3. contrast science and technology and discuss the effect each has at the individual, local and global levels;
4. discuss the importance of ethics in science and examine the impact of ethics on society; and
5. identify key historical events and figures of science

Dimensions of Quantitative Analysis

Students will

1. identify and define appropriate quantitative relations within variables;
2. demonstrate improvement in critical thinking skills by formulating mathematical models, both symbolically and graphically, to analyze quantitative problems;
3. exhibit development of their quantitative and computational skills; and
4. employ quantitative reasoning in the decision-making process.

Dimensions of Self

Students will

1. identify means to enhance the integration of the spiritual, intellectual, emotional, physical, environmental, and social dimensions of the human personality;
2. investigate and create opportunities leading to self-discovery, self-evaluation, and self-reflection;
3. recognize and express value assumptions and perspective held by self and others; and
4. develop habits of intentionality in the areas of personal, physical, psychological and aesthetic appreciation,

Dimensions of Faith

Students will

1. describe the significance of major peoples, places, events, themes and types of literature in the Old and New Testaments;
2. trace the historical development of the canons of the Old and New Testaments;
3. identify, assess and utilize appropriate resources in biblical interpretation; and
4. utilize the principles of critical analysis in interpreting a verse of Scripture.

Before graduating from the Gardner-Webb University GOAL Program with a bachelor's degree, the student will have completed a liberal arts core which consists of the following areas of course work taken at a community/junior college, another senior institution and/or Gardner-Webb University. It is anticipated that Gardner-Webb University will offer the courses in the specified areas over a two-year period. Advisors will work with students (using the transcript evaluation) to determine the extent to which requirements have been met before coming to Gardner-Webb and will assist the student in selection of courses.

I. Dimensions of Humanities

A. Composition

1. English 101=English 111
2. English 102=English 112/113/114

All accepted for admission to GOAL will present evidence of completion of a year of English course work (freshman English) from a community college or senior institution. Students not meeting this requirement may be admitted and can take English 300 (Composition and Literary Interpretation) at GWU. This course will be in addition to all other graduation requirements.

B.Oral Communication

Most students have the competence through previous course work in speech, business communications, or other similar courses. For those who have not met the competency, the advisor will ensure that the student enrolls in appropriate courses at GWU which emphasize oral and visual presentation. Drama, speech, debate, business communications, teaching, preaching, or other approved courses will meet this competency.

BAD 325 is a required course in the Business Administration and Health Management majors. Taking this course in person at GWU or transferring it in will satisfy the oral communication competency as well as meeting the requirement in the major. Taking BAD 325 online with GWU does not satisfy the oral competency requirement. Other Business majors (Accounting & Computer Information Systems) must take the BAD 325 in person in order to fulfill the oral competency requirement. (This is not a required course in the ACC or CIS major but can be taken if needed for oral competency.

C. Literature - One Course

1. English 311 - British Literature Survey I
2. English 312 - British Literature Survey II
3. English 331 - American Literature Survey I
4. English 332 - American Literature Survey II
5. English 351 - World Literature I
6. English 352 - World Literature II

II. Dimensions of Faith - Two courses

- A. Religion 304 - Old Testament Survey
- B. Religion 305 - New Testament Survey

III. Dimensions of Heritage - Two Courses

- A. Social Science 305 - Global Understanding
- B. History 301 - Western Civilization I
- C. History 302 - Western Civilization II
- D. History 319 - 20th Century U.S. History
- E. Political Science - U.S. Government

IV. Dimensions of Self - Three Courses

- A. Psychology 380 - Personal Assessment and Adjustment
- B. Health & Physical Education 338 - Health Maintenance, Promotion, and Wellness

C. Aesthetics - One Course

1. Art 307 - Art Survey
2. Music 320 - Survey of Music
3. French 300 - Aspects of French Culture and Language
4. Spanish 300 - Aspects of Spanish Culture and Language
5. German 300 - Aspects of German Culture and Language

V. Dimensions of Scientific Inquiry – Two Courses

- D. Science 302 - Physical Science
- E. Science 303 - Human Biology
- F. Science 322 - Environment

Two regular college courses in Biology, Chemistry, Physics, Geology, etc. may be used to satisfy the requirement.

V. The Quantitative Dimension

Mathematics - A course in probability & statistics, finite math, or a higher level course such as college algebra, trigonometry, or calculus.

CORE CURRICULUM CHECKSHEET

(Represents approximately 1/2 of GOAL Curriculum offered, i.e. these do not represent prerequisites for eligibility).

I. Dimensions of Humanities

A. Composition

- * ☐ English 101 - Composition
- * ☐ English 102 (or 300) - Composition II

B. Oral Communications Competency

C. Literature (one course)

- ☐ English 311 - British Literature Survey I
- ☐ English 312 - British Literature Survey II
- ☐ English 331 - American Literature Survey I
- ☐ English 332 - American Literature Survey II
- ☐ English 351 - World Literature I
- ☐ English 352 - World Literature II

II. Dimensions of Faith (two courses)

- ☐ Religion 304 - Old Testament Survey
- ☐ Religion 305 - New Testament Survey

III. Dimensions of Heritage (two courses)

- ☐ Social Science 305 - Global Understanding
- ☐ History 301 - Western Civilization I
- ☐ History 302 - Western Civilization II
- ☐ History 319 - 20th Century U.S. History
- ☐ Political Science 302 - U.S. Government

At least one course transferred in or taken at GWU must be a History course.

IV. Dimensions of Self (three courses)

- ☐ Psychology 380 - Personal Assessment and Adjustment
- ☐ Health & Physical Education 338 - Health Maintenance, Promotion, and Wellness
- ☐ Art 307 - Art Survey
- ☐ Music 320 - Survey of Music
- ☐ French 300 - Aspects of French Culture and Language
- ☐ Spanish 300 - Aspects of Hispanic Culture and Language
- ☐ German 300 - Aspects of German Culture and Language

V. Dimensions of Scientific Inquiry - (two courses)

- ☐ Science 302 - Physical Science
- ☐ Science 303 - Human Biology
- ☐ Science 322 - Environment

Two regular college courses in Biology, Chemistry, Physics, Geology, etc., may be used to satisfy the requirements.

VI. The Quantitative Dimensions

- ☐ Mathematics 309 - Finite Mathematics
- ☐ Mathematics 316 - Probability and Statistics

* *Prerequisite Courses*



BROYHILL SCHOOL OF MANAGEMENT

The GOAL Program within the School of Business offers four majors which require an academic background in business and additional specialty courses within the individual majors. A multi-disciplinary common professional core component is required of all business students consisting of course work in the following areas: Accounting Principles I and II, Principles of Economics I and II, Principles of Management, Principles of Marketing, Introduction to Computer Concepts, Legal Environment, Statistics, Quantitative Methods, Financial Management, and Business Policy. These courses are represented within prerequisite requirements, GOAL Curriculum Core requirements, or major requirements. Prerequisite deficiencies may be able to be addressed through the Foundations I and/or II courses. All business program majors must take statistics within the GOAL Core Curriculum.

All business students are expected to complete Math 316 within the GOAL core. Any business student not having completed college course work in algebra must take Math 300. A minimum grade of C is required in major courses, Math 300 and 316 courses, and prerequisite courses specified by the business major, whether taken at Gardner-Webb or transferred from another institution.

Gardner-Webb University has established itself as a character-building institution. Majors within the school of business adhere to that philosophy by integrating academic exposure to ethics and ethical dilemmas across classes through the use of class exercises, supplemental assignments, course work, course-specific projects, and writing requirements. To acknowledge the global nature of the current business environment, all classes include international applications of business practices as well.

ACCOUNTING

The Bachelor of Science Degree with a major in Accounting, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in accounting. With a degree in accounting, the graduate can pursue entry level positions with public accounting firms, banks, and a host of other financial institutions. The curriculum prepares the student to take professional exams such as the CPA, CMA and CFA. The GOAL Curriculum in Accounting is designed as an intensive, quantitatively approached method, with a concentration in both the science of accounting and business administration.

Goals and Objectives

- (1) To prepare students with the accounting and analytical skills to acquire entry level positions in public accounting, industry, or government.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Accounting Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro-and microeconomics)
- 2 courses in Intermediate Accounting I and II (6 semester hours)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts
- 1 course in Principles of Management (3 semester hours)
- 1 course - Business Elective

Note: Both prerequisite economics courses may be completed by taking the Foundations II course. Students may be admitted without prerequisite economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester. Students must complete the accounting prerequisite before beginning the accounting major.

Academic Curriculum

As with all GOAL majors, approximately half of the Accounting track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Accounting major, 15 of which must be completed with the University. The classes particular to the Accounting major, consist of the following:

- ACC 315 Cost Accounting
- ACC 400 Accounting Information Systems
- ACC 425 Federal Income Taxation I
- ACC 435 Advanced Accounting
- ACC 450 Auditing
- BAD 300 Legal Environment of Business
- BAD 305 Quantitative Methods
- BAD 480 Business Policy
- FIN 312 Financial Management
- MKT 300 Principles of Marketing

Note: At least half of the ACC designated courses must be taken at Gardner-Webb University.

ACCOUNTING CHECKSHEET

Prerequisite Courses recommended to be completed prior to entry into the GOAL program*

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. Intermediate Accounting I and II (2 courses)
- ☐ e. Principles of Management (1 course)
- ☐ f. Introduction to Computer Concepts (1 course)
- ☐ g. Business Elective (1 course)
- ☐ h. Equivalent of Gardner-Webb's English 101 and 102

* No accounting courses can be taken at Gardner-Webb University until 6 hours of principles are completed.

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> ACC 315 | |
| <input type="checkbox"/> ACC 400 | |
| <input type="checkbox"/> ACC 425 | |
| <input type="checkbox"/> ACC 435 | <input type="checkbox"/> ACC 450 |
| <input type="checkbox"/> BAD 300 | <input type="checkbox"/> BAD 305 |
| <input type="checkbox"/> BAD 480 | <input type="checkbox"/> FIN 312 |
| <input type="checkbox"/> MKT 300 | |

BUSINESS ADMINISTRATION

The Bachelor of Science Degree with a major in Business Administration, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a comprehensive study of business principles as related to marketing, administration and management. With a four-year degree in Business, one can pursue employment opportunities in a variety of supervisory and entry level management positions, including public accounting firms, wholesalers, retailers, banks and insurance companies.

Goals and Objectives

- (1) To be able to understand basic concepts of human relations management, organizational behavior, and production/operations management necessary to manage a modern business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Business Administration Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 1 course in Introduction to Computer Concepts.
- 1 course in Principles of Management (3 semester hours)
- 3 courses - Business Electives
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro-and microeconomics)
- English 101 and 102 (Basic Composition and Literature)

Note: Prerequisite accounting courses may be completed by taking the Foundations I course. Both prerequisite economics courses may be completed by taking the Foundations II course. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

Academic Curriculum

As with all GOAL majors, approximately half of the Business Administration track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Business Administration major, 15 of which must be completed with the University. The classes particular to the Business Administration major, consist of the following:

- BAD 300 Legal Environment of Business
- BAD 305 Quantitative Methods
- BAD 325 Business Communications
- BAD 480 Business Policy
- FIN 312 Financial Management
- MKT 300 Principles of Marketing
- 9 semester hours of Major Electives

BUSINESS ADMINISTRATION CHECKSHEET

Prerequisite Courses which must be completed prior to entry into the GOAL program:

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. Equivalent of Gardner-Webb's English 101 and 102
- ☐ e. Introduction to Computer Concepts (1 course)
- ☐ f. Principles of Management (1 course)
- ☐ g. Business Electives (3 courses)

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

☐ BAD 300

☐ BAD 305

☐ MGT 416

☐ BAD 325

☐ BAD 480

☐ FIN 312

☐ MKT 300

9 Semester hours of Major electives

COMPUTER INFORMATION SYSTEMS

The Bachelor of Science Degree with a major in Computer Information Systems, offered through Gardner-Webb's Broyhill Undergraduate School of Management, is a specialized, technically oriented degree in the broad and ever changing field of computer science. One of the fastest growing areas of study, as well as one offering plentiful career opportunities into the 21st century, the CIS student can hope to pursue a wide array of positions in the computer industry. These may include opportunities in data processing, consulting, software development, and communication services.

Goals and Objectives

- (1) To prepare students to utilize current programming languages and techniques and adapt to related advancements.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the CIS Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior college or senior college
- 15 semester hours in computer programming courses
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro and microeconomics)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts

Note: Prerequisite accounting courses may be completed by taking the Foundations I course. Both prerequisite economics courses may be completed by taking the Foundations II course. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

Academic Curriculum

As with all GOAL majors, approximately half of the Computer Information Systems track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours

in the Computer Information Systems major, 15 of which must be completed with the University. The classes particular to the Computer Information Systems major, consist of the following:

- BAD 305 Quantitative Methods
- BAD 480 Business Policy
- CIS 371 Systems Analysis and Design
- CIS 423 Programming Languages (or CIS 432 Information Systems Planning or ACC 400 Accounting Information Systems)
- CIS 433 Database Program Development
- CIS 471 Applied Software Development
- CIS 485 Topics in CIS (or 460 Data Communications and Networking)
- FIN 312 Financial Management
- MGT 403 Human Behavior in Organizations (or MGT 410 Small Business Mgmt.)
- MGT 416 Production and Operations Mgmt.

COMPUTER INFORMATION SYSTEMS CHECKSHEET

Prerequisite Courses which must be completed prior to entry into the GOAL program:

- ☐ a. Accounting Principles (6 semester hours)
- ☐ b. Macroeconomics (1 course)
- ☐ c. Microeconomics (1 course)
- ☐ d. 15 semester hours in computer programming courses.
- ☐ e. Equivalent of Gardner-Webb's English 101 and 102.

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- | | |
|---|--|
| <input type="checkbox"/> BAD 305 | <input type="checkbox"/> BAD 480 |
| <input type="checkbox"/> CIS 371 | <input type="checkbox"/> CIS 423 (or CIS 432 or ACC 400) |
| <input type="checkbox"/> CIS 433 | <input type="checkbox"/> CIS 471 |
| <input type="checkbox"/> CIS 485 (or CIS 460) | <input type="checkbox"/> FIN 312 |
| <input type="checkbox"/> MGT 410 (or MGT403) | <input type="checkbox"/> MGT 416 |

HEALTH MANAGEMENT

The Bachelor of Science Degree with a major in Health Management, offered through Gardner-Webb's Broyhill Undergraduate School of Management, provides a fully accredited baccalaureate degree for those wishing to pursue a career in Health Management. Health Management is designed to prepare individuals who have a health related and/or business education background to assume positions in health care management and to recognize and to respond to the emerging health needs of a changing society.

Goals and Objectives

- (1) To understand basic concepts of human relations management, organizational behavior and operations management necessary to manage a health care business or not-for-profit organization.
- (2) To incorporate global and ethical perspectives across the curriculum.
- (3) To prepare students to be able to apply quantitative techniques, computer techniques, and other elements of critical thinking to managerial problem solving.

Prerequisites

Prior to enrolling in the Health Management Program, the applicant should have the following courses in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- 2 courses in Accounting Principles (6 semester hours)
- 2 courses in Economic Principles (macro-and microeconomics)
- English 101 and 102 (Basic Composition and Literature)
- 1 course in Introduction to Computer Concepts
- 4 courses - Business Electives

Note: Prerequisite accounting courses may be completed by taking the Foundations I course. Both prerequisite economics courses may be completed by taking the Foundations II course. Students may be admitted without prerequisite accounting or economics courses but must be enrolled in a prerequisite course each semester until prerequisites have been completed. Failure to complete a prerequisite course will prohibit the student from registering for any subsequent semester.

Academic Curriculum

As with all GOAL majors, approximately half of the Health Management track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Health Management major, 15 of which must be completed with the University. The classes particular to the Health Management major, consist of the following:

- BAD 325 Business Communications
- HMG 300 Introduction to Health Management
- HMG 303 Finance for Health Management
- HMG 304 Economics of Health Care
- HMG 410 Health Care Law Seminar
- HMG 480 Senior Seminar in Health Care Strategy
- MGT 400 Human Resource Management
- MGT 403 Human Behavior in Organizations
- MGT 485 Leadership
- MKT 300 Principles of Marketing

HEALTH MANAGEMENT CHECKSHEET

Prerequisite Courses which must be completed prior to entry into the GOAL program:

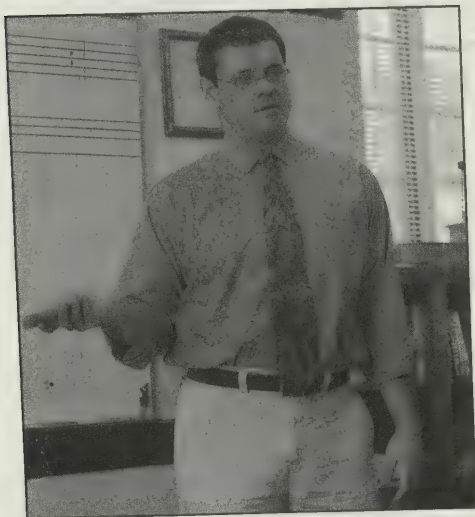
- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Accounting Principles (6 semester hours)
- ☐ c. Macroeconomics (1 course)
- ☐ d. Microeconomics (1 course)
- ☐ e. Equivalent of Gardner-Webb's English 101 and 102
- ☐ f. Introduction to Computer Concepts (1 course)
- ☐ g. Business Electives (4 courses)

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major:

- ☐ BAD 325
- ☐ HMG 300
- ☐ HMG 303
- ☐ HMG 304
- ☐ HMG 410
- ☐ HMG 480
- ☐ MGT 400
- ☐ MGT 403
- ☐ MGT 485
- ☐ MKT 300



DEPARTMENT OF RELIGIOUS STUDIES AND PHILOSOPHY

Religious Studies

Gardner-Webb's Bachelor of Science degree with a major in Religious Studies provides a fully accredited baccalaureate degree in religion. Graduates will be prepared to assume positions in churches or social agencies or to go on to seek higher academic degrees at a university, school of divinity, or seminary.

Prerequisites

Prior to enrolling in the Religious Studies Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college;
- Religion 304 and Religion 305 (Old and New Testament) or their equivalents
- English 101 and 102 (Basic English Composition and Literature)

Academic Curriculum

As with all GOAL majors, approximately half of the Religious Studies track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 36 hours towards the 128 hours needed to graduate. A student must complete 36 hours in the Religious Studies major, 15 of which must be completed with the University. The classes particular to the Religious Studies major, consist of the following:

- Spiritual Formation (3 hours)
Religion 371
- Biblical Studies (6 hours)
Select one: REL 302, 303, 306, or 307
Select one: REL 311, 312, 314, 316, or 317
- Church History (3 hours)
Religion 322, 323, 324, 325, or 327
- Christian Thought (3 hours)
Select one: REL 306, 314, 333, 337, 341, or 351
- Christianity and the World (3 hours)
Select one: REL 326, 343, 346, or 378
- Philosophy (3 hours)
Philosophy 300, 301, 337, or 380
- Education Studies (6 hours)
Select two: RED 370, 373, 374, 375, or 377
- Senior Seminar (3 hours)
Select one: REL 491, 492, 493, or 494
- Internship/Practicum (3 hours)
Select one: REL 397 or 358
- Religion Elective (3 hours)
Any Religion or Religious Education course

RELIGIOUS STUDIES CHECKSHEET

Prerequisites: Courses which must be completed prior to entry in the GOAL program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Equivalent of Religion 304
- ☐ c. Equivalent of Religion 305
- ☐ d. Equivalent of Gardner-Webb's English 101
- ☐ e. Equivalent of Gardner-Webb's English 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major: 3 hours each for a total of 36 hours (check, then circle course taken)

I. Spiritual Formation

- ☐ REL 371

II. Biblical Studies

- ☐ REL 302, 303, 306, or 307
☐ REL 311, 312, 314, 316, or 317

III. Church History

- ☐ REL 322, 323, 324, 325, or 327

IV. Christian Thought

- ☐ REL 306, 314, 333, 337, 341, or 351

V. Christianity and the World

- ☐ REL 326, 343, 346, or 378

VI. Philosophy

- ☐ PHI 300, 301, 337, or 380

VII. Education Studies (select two)

- ☐ RED 370, 373, 374, 375, or 377

VIII. Senior Seminar

- ☐ REL 491, 492, 493, or 494

IX. Internship/Practicum

- ☐ REL 397 or REL 358

X. Religion Elective

- ☐ Any Religion or Religious Education course

C. Electives (Take as many hours as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation)

Elective courses taken:

DEPARTMENT OF SOCIAL SCIENCES

CRIMINAL JUSTICE

Gardner-Webb's Bachelor of Science degree with a major in Social Science with a concentration in Criminal Justice prepares the student for a specialized career in the field of law enforcement. Graduates go on to obtain higher administrative positions in law enforcement agencies, parole and corrections offices. The curriculum designed for Criminal Justice students is broad based, covering studies from the philosophy of law enforcement to the social implications of corrections and appropriately dealing with law violations through the legal justice system.

Prerequisites

Prior to enrolling in the Criminal Justice Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- English 101 and 102 (Basic English Composition and Literature)
- 15 Semester hours of law-enforcement related courses or Basic Law Enforcement Training (BLET)

Academic Curriculum

As with all GOAL majors, approximately half of the Criminal Justice track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Criminal Justice major, 15 of which must be completed with the University. The classes particular to the Criminal Justice major, consist of the following:

- CJC 410 Philosophy of Criminal Justice
- CJC 420 Administrative Decision Making
- CJC 430 Criminal Justice Theory and Research
- CJC 440 Trends in Criminal Justice
- CJC 450 International Issues in Criminal Justice
- HEA 401 Drug and Alcohol Education
- MGT 400 Human Resource Management
- PSC 314 Judicial Process
- PSY 401 Psychopathology
- SOC 400 Minority Groups

CRIMINAL JUSTICE CHECKSHEET

Prerequisites: Courses which must be completed prior to entry in the GOAL program:

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Completion of at least 21 quarter (15 semester) hours of law enforcement courses.
- ☐ c. Equivalent of Gardner-Webb's English 101 and 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major: (30 semester hours are required in the major with at least 15 of these with Gardner-Webb)

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> CJC 410 | <input type="checkbox"/> CJC 420 |
| <input type="checkbox"/> CJC 430 | <input type="checkbox"/> CJC 440 |
| <input type="checkbox"/> CJC 450 | <input type="checkbox"/> HEA 401 |
| <input type="checkbox"/> MGT 400 | <input type="checkbox"/> PSC 314 |
| <input type="checkbox"/> PSY 401 | <input type="checkbox"/> SOC 400 |

Supportive and Electives:

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> MGT 403 | <input type="checkbox"/> PSC 315 |
| <input type="checkbox"/> PSC 495 | <input type="checkbox"/> PSY 305 |
| <input type="checkbox"/> SOC 310 | <input type="checkbox"/> SOC 313 |
| <input type="checkbox"/> HEA 402 | |

C. ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)

THE SCHOOL OF PSYCHOLOGY AND COUNSELING

HUMAN SERVICES

The Bachelor of Science degree with a major in Social Science with a concentration in Human Services is a program designed for those wishing to obtain employment in the human services industry. Our graduates may be found in numerous areas of human services across North Carolina including geriatric care, group rehabilitation, social services, drug and alcohol rehabilitation, and some social work. Many graduates go on to pursue graduate work in School Counseling or Mental Health Counseling.

Prerequisites

Prior to enrolling in the Human Services Program, the applicant should have the following in his or her academic transcript:

- 60-64 semester hours from a regionally accredited junior or senior college
- English 101 and 102 (Basic English Composition and Literature)
- Computer Literacy

Academic Curriculum

As with all GOAL majors, approximately half of the Human Services track consists of our Core Curriculum of Liberal Arts (see Core Curriculum), providing 33 hours towards the 128 hours needed to graduate. A student must complete 30 hours in the Human Services major, 15 of which must be completed with the University. The classes particular to the Human Services major, consist of the following:

- HUS 300 Ethical Issues in the Helping Professions
- HUS 301 Treatment Modalities
- HUS 302 Group Dynamics
- HUS 320 Introduction to Clinical Practice
- HUS 400 Legal Issues in the Helping Professions
- HUS 491 Human Services Seminar
- HUS 497 Human Services Internship
- PSY 305 Psychology of Personality
- PSY 401 Psychopathology
- PSY 402 Introduction to Counseling
- HEA 401 Drug and Alcohol Education
- SOC 313 Sociology of Deviant Behavior

HUMAN SERVICES CHECKSHEET

Prerequisites: Courses which must be completed prior to entry in the GOAL program

- ☐ a. 60-64 semester hours from a regionally accredited junior or senior college
- ☐ b. Successful completion of courses in the liberal arts and social/behavioral sciences is recommended
- ☐ c. Equivalent of Gardner-Webb's English 101 and 102

Gardner-Webb Course work:

A. University Core - See GOAL Core Curriculum Checksheet

B. Major: 30 semester hours are required in the major with at least 15 of these with Gardner-Webb

- | | |
|----------------------------------|----------------------------------|
| <input type="checkbox"/> HEA 401 | <input type="checkbox"/> HUS 300 |
| <input type="checkbox"/> HUS 301 | <input type="checkbox"/> HUS 302 |
| <input type="checkbox"/> HUS 320 | <input type="checkbox"/> HUS 400 |
| <input type="checkbox"/> HUS 491 | <input type="checkbox"/> HUS 497 |
| <input type="checkbox"/> PSY 305 | <input type="checkbox"/> PSY 401 |
| <input type="checkbox"/> PSY 402 | <input type="checkbox"/> SOC 313 |

ELECTIVES (Take as many as needed to complete 64 senior college hours and the minimum 128 semester hour requirement for graduation.)

SCHOOL OF NURSING

BACHELOR OF SCIENCE IN NURSING PROGRAM

The Bachelor of Science in Nursing program is coordinated through four sites. The Gardner-Webb University campus, located in Boiling Springs, accommodates both boarding and commuting students. The Charlotte, Forsyth, and Iredell Centers accommodate commuting students only. The purpose of the School of Nursing BSN program is to provide baccalaureate nursing education within a caring Christian atmosphere, to advance the practice of nursing through the utilization of nursing research, and to enhance the health and well-being of the community served. To support this purpose, the program:

- Provides baccalaureate nursing education in a Christian environment to Registered Nurses with varying educational, experiential and cultural backgrounds;
- Prepares a generalist who can deliver professional and holistic nursing care in a variety of settings;
- Prepares a nurse who is accountable to the profession and society;
- Provides the foundation for graduate education in nursing.

The BSN program is accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, NY 10006, 1-800-669-1656).

ADMISSION TO THE BACHELOR OF SCIENCE IN NURSING PROGRAM

Students applying for admission to the BSN program must apply for admission to Gardner-Webb University through the College of Distance Learning and Continuing Education.

Prerequisites

- Completion of an associate degree with a major in nursing or a hospital diploma nursing program.
 - ADN and Diploma Graduates: Graduates of ADN and diploma nursing programs may earn a maximum of 40 hours of lower division nursing credit (25 hours applied as basic to baccalaureate nursing courses and 15 hours of nursing electives) upon successful completion of nine hours of nursing through Gardner-Webb University.
 - No transfer credit will be awarded for licensed practical or vocational nursing courses or ADN and diploma nursing courses.
- Current unrestricted RN licensure.
- One year of nursing experience within the past five years or completion of a nursing program within the past year.
- Cumulative GPA of 2.5. Students who have a GPA less than 2.5 but no lower than 2.0 may also be accepted under special conditions. These students must complete 12 hours of credit through Gardner-Webb University with a grade of C or above in each course in order to remain enrolled in the program.
- Credits for advanced placement may be earned via CLEP, NLN, Excelsior College, and departmental exams.

BSN DEGREE REQUIREMENTS

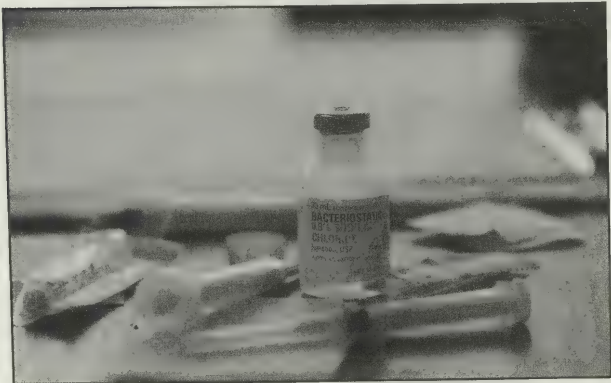
- GOAL CORE: See Page 46. (Nursing 307 satisfies the GOAL Core requirements for oral/visual communication and for computer literacy).
- MAJOR: Nursing 300, 301, 302, 303, 307, 403, 409, 410, 411, 413, 414.
Students may also take Nursing 495 if additional elective hours are needed for graduation.
- NURSING SUPPORT COURSES: Political Science 302, one statistics course.

SPECIAL NURSING REQUIREMENTS

1. Students must provide their own transportation to the clinical agencies.
2. Policies regarding health forms and immunizations can be obtained by contacting the School of Nursing Recruiter.
3. Any student without current unrestricted RN licensure will not be permitted to enroll in any nursing course.
4. A person admitted to the GOAL program as a "Special Student" may not enroll in any nursing course without the prior approval of the Director of the BSN Program.

For detailed information on admission, transfer credit, and advanced placement for the BSN Program, write or call:

School of Nursing - BSN Recruiter
Gardner-Webb University
Campus Box 1896
Boiling Springs, N.C. 28017
Phone (704) 406-3885



BSN REQUIREMENTS FOR RNs WITH BACHELOR'S DEGREE IN ANOTHER DISCIPLINE

Students who have a Bachelor's degree in an area other than nursing and who are seeking a BSN degree must complete the following:

GOAL Core Curriculum

REL 304 - Old Testament Survey

REL 305 - New Testament Survey

NOTE: If a student anticipates continuation at the Master's level, it is recommended that a statistics course be completed.

Major

Nursing 300, 301, 302, 303, 307, 403, 409, 410, 411, 413, 414. Students may also take Nursing 495 if additional elective hours are needed for graduation.

RN to MSN

Registered Nurses must meet BSN and MSN admission requirements prior to enrolling in the RN to MSN program. Two courses in the MSN curriculum will be substituted for two courses in the BSN curriculum: NURS 502 (Methods of Advanced Research) will be substituted for NURS 301 (Research in Nursing); and NURS 501 (Nursing and Health Care Systems and Issues) will be substituted for NURS 303 (Trends in Health Care). Students will receive the Bachelor of Science in Nursing degree upon completion of the BSN requirements.

For additional information relating to the MSN program, contact Dr. Debra Miles, Director, MSN Program at 704-406-3232.

BSN CHECKSHEET

☐ Completion of an Associate Degree with a major in nursing or a hospital diploma nursing program.

☐ Unrestricted RN Licensure

Gardner-Webb Course work:

A. University Core - See GOAL Curriculum Checksheet

B. Support Courses:

☐ Statistics Course

☐ Political Science 302

C. Major:

☐ NUR 300

☐ NUR 301

☐ NUR 414

☐ NUR 302*

☐ NUR 303

☐ NUR 307

☐ NUR 410

☐ NUR 403

☐ NUR 411

☐ NUR 409

☐ NUR 413

☐ Nursing elective or electives if needed for graduation

* has a lab/clinical component

** has a clinical component

GARDNER-WEBB UNIVERSITY

STUDENT YMCA

Lisa Yerrick, Executive Director
Chris Bradley, Program Director

Gardner-Webb University, the Cleveland County YMCA, and YMCA of the USA have formed a partnership to develop a Gardner-Webb University YMCA. One component of this student Y is the YMCA Professional Studies Program, which prepares undergraduates for a career in the non-profit field, including YMCA's. Through this innovative partnership, there courses will offer a distinct path toward future employment. Courses can be taken as electives. Completion of these 18 hours will lead to certification of YMCA Professional Studies.

YMCA CHECKSHEET

- ☐ YMC 300
- ☐ YMC 350
- ☐ YMC 400
- ☐ YMC 495
- ☐ MGT 316
- ☐ HWE 300



COURSE DESCRIPTIONS

ACC 313, 314, INTERMEDIATE ACCOUNTING I & II

The theory of accounting as applied to financial and managerial accounting.

Note: Students may either transfer credit for Intermediate Accounting I & II from the senior college level or may qualify for transfer credit by receiving a grade of B or better in the course(s) and scoring at least 75 on a qualifying examination administered by the Broyhill School of Management. (3 semester hours)

ACC 315, COST ACCOUNTING

Cost accounting measurement and classification. Job order and process costing. Budget development using variable and fixed costs. Capital budgeting and project evaluation. (3 semester hours)

ACC 400, ACCOUNTING INFORMATION SYSTEMS

In addition to an in-depth investigation of the automation and technology associated with the accounting function. Students will develop a proficiency with a recognized accounting software package. Prerequisites: Accounting Principles I and II (or Foundations of Business I) and computer competency. (3 semester hours)

ACC 425, FEDERAL INCOME TAX I

Examines introductory federal income tax provisions and compliance from a business entity perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum of the AICPA. (3 semester hours)

ACC 426, FEDERAL INCOME TAX II

Examines advanced federal income tax theory, planning and research from a business entity perspective emphasizing the multidisciplinary aspects of taxation with a focus on the model tax curriculum focus of the AICPA, emphasizing advanced entity, jurisdictional, tax accounting, and planning issues. (3 semester hours)

ACC 435, ADVANCED ACCOUNTING

Accounting for partnerships, insurance, corporate consolidations, and government. (3 semester hours)

ACC 450, AUDITING

Principles, techniques, procedures, and legal responsibility of auditors. (3 semester hours)

ART 307, ART SURVEY

A survey course involving encounters with a variety of pieces of visual art, including an overview of our civilization as reflected in art. (3 semester hours)

BIO 335, PATHOPHYSIOLOGY

Study of alterations in normal body structure and function associated with various disease processes. (3 semester hours)

BAD 300, LEGAL ENVIRONMENT OF BUSINESS

The course is designed to cover both the public and private regulation of business. Some of the topics covered are environmental law, contract law, agency, partnerships, and corporations. *(3 semester hours)*

BAD 305, QUANTITATIVE METHODS FOR BUSINESS

Explores the use of quantitative methods for decision analysis. Topics include linear programming, sensitivity analysis, integer and goal programming, queuing models and simulation. Prerequisite is college course work in algebra or Math 300. *(3 semester hours)*

BAD 325, BUSINESS COMMUNICATIONS APPLICATIONS

Emphasis on business analysis, report writing, formal and informal presentations, public relations, and internal and external communications. *(3 semester hours)*

BAD 360, INTERNATIONAL BUSINESS

An introduction to the unique issues associated with doing business in a global context. Specific challenges of doing business internationally and related managerial strategies are examined. *(3 semester hours)*

BAD 396, INTERNATIONAL TRAVEL

The course provides the student an opportunity to expand his/her business and cultural horizons by visiting different international cities and countries. Lecture and travel. *(1-3 semester hours)*

BAD 480, SENIOR SEMINAR IN BUSINESS: BUSINESS POLICY

A case study approach designed to apply areas of management, accounting, finance, and economics to contemporary business problems. Recommendation: Senior standing. *(3 semester hours)*

BAD 495, STRATEGIC BUSINESS APPLICATION

A course designed to assist in effectively integrating academic preparation and practical career experiences. This course is offered every term and should be taken during final semester. Prerequisite: Permission of instructor. Senior standing is recommended. *(1-2 semester hours)*

COM 379, INTERNET SEMINAR

Advanced work with the Internet in selected areas of research, interpersonal communications, data storage and retrieval and multi media applications. *(1 semester hour)*

CIS 371, STRUCTURED SYSTEMS ANALYSIS AND DESIGN

Advanced coverage of the strategies and techniques of structured systems process. The course will cover development of information systems. *(3 semester hours)*

CIS 379, INTRODUCTION TO COMPUTER CONCEPTS

Explores computer fundamentals and operating system techniques related to computer function and file organization. Additional topics focus on word processing, spreadsheet, presentation, and internet access applications. *(1 semester hour)*

CIS 423, SURVEY OF PROGRAMMING LANGUAGES

Introduction to the history and design of programming languages. The applicability of special languages to special uses such as Fortran, Pascal, Ada, Oberon, Object Pascal, C++, Smalltalk. Examination of the modern concepts of object-orientation and functional programming. *(3 semester hours)*

CIS 432, INFORMATION SYSTEMS PLANNING

An introduction to the financial, technical, and strategic information systems planning process. Prerequisite: CIS 352 *(3 semester hours)*

CIS 433, DATABASE MANAGEMENT

Apply design principles learned in Data Structures to relational and object-oriented data base management systems. *(3 semester hours)*

CIS 460, DATA COMMUNICATIONS AND NETWORKING

Introduction to concepts of computer network operating systems, telephony, routing, packets, and distributed processing. Prerequisite: CIS 433 or permission of instructor. *(3 semester hours)*

CIS 471, SOFTWARE ENGINEERING

The study of structured programming, systems analysis, and systems design techniques. Topics include top-down design, software design metrics, project management, program correctness, and the use of computer-aided software engineering (CASE) and configuration management tools. Problems of software engineering and design for graphical user interfaces are discussed. Prerequisites: CIS 423 and CIS 433 or permission of instructor. *(3 semester hours)*

CIS 485, TOPICS IN MANAGEMENT INFORMATION SYSTEMS

A specialized study of various computer science developments. Topics will vary from semester to semester. Students will be allowed to take the course more than once. *(3 semester hours)*

CJC 410, PHILOSOPHY OF CRIMINAL JUSTICE

Major focus: Punishment and alternatives for dealing with law violation and relating underlying ideas, such as responsibility and insanity. Central to this investigation will be a concern for the justification of punishment, legitimacy of alternatives to punishment, justification for considering illegal acts as products of disease, and the reconcilability of a system of punishment with a deterministic view of human behavior. *(3 semester hours)*

CJC 420, ADMINISTRATIVE DECISION MAKING

An advanced course in police administration decision making with considerable emphasis on management styles and their effect on the operation of the police force and related criminal justice agencies. *(3 semester hours)*

CJC 430, CRIMINAL JUSTICE THEORY AND RESEARCH

A discussion and practical application in operations research as it applies to police department, prosecution management, court scheduling, corrections recidivism, probation and parole. The common theme is the use of quantitative analysis to understand phenomena, to solve problems, and to provide policy guidance.
(3 semester hours)

CJC 440, TRENDS IN CRIMINAL JUSTICE

An examination of the latest methods and approaches in the criminal justice system. Emphasis is on police, courts, and corrections. (3 semester hours)

CJC 450, INTERNATIONAL ISSUES IN CRIMINAL JUSTICE

An overview and insight into nature and complexity of current International Criminal Justice issues. The course will focus on globalization, comparative aspects of the rule of law, the critical need for international communication and cooperation, and evolving transnational crime. Specific topic areas to be addressed include: research on the internet, policing in other countries, terrorism, computer or cyber-crime, money laundering, and trafficking in drugs, people, and arms. (3 semester hours)

CJC 495, 496, INDEPENDENT STUDY

Open to juniors and seniors who request and are given permission to do a guided reading and/or student-initiated research course that includes a written project/paper. Prerequisites: Approval by the professor offering the study. Student's major department, and concurrence of the Dean. (3 semester hours each semester)

CJC 497, 498, INTERNSHIP

Designed for students enrolled full-time in the criminal justice program, to enhance academic experience by providing an opportunity to acquire a working knowledge of the practical aspects of the criminal justice system. (3 semester hours)

ECO 301, MONEY AND BANKING

Analysis of Federal Reserve System and monetary policy, the role of money in determination of national income, role and development of commercial banks, and the basic elements of international finance. (3 semester hours)

ECO 311, LABOR AND THE ECONOMY

Analysis of the labor market, unemployment, labor laws, union organization, and the theory of wages. (3 semester hours)

ECO 401, INTERNATIONAL ECONOMICS

An examination of the theory of international trade and international finance with coverage of such topics as comparative advantage and the reasons for international trade in products and factors of production, foreign exchange, foreign investment, balance of payments. (3 semester hours)

ECO 402, MANAGERIAL ECONOMICS

Economics applied to managerial decision making. Analysis of costs, production, decision making under uncertainty. (3 semester hours)

ENG 300, COMPOSITION AND LITERARY INTERPRETATION

Process writing with study of literature for appreciation, understanding, and generation of ideas for writing projects in expository, analytical, critical, and research modes. Prerequisite: ENG 101 or its equivalent. (*3 semester hours*)

ENG 311, BRITISH LITERATURE SURVEY I

Representative writers of British Literature from the beginning of British Literature to the eighteenth century. (*3 semester hours*)

ENG 312, BRITISH LITERATURE SURVEY II

Representative writers of British Literature from the eighteenth century to the present. (*3 semester hours*)

ENG 331, AMERICAN LITERATURE SURVEY I

Representative writers from the American Colonial period to Whitman, mid-nineteenth century. (*3 semester hours*)

ENG 332, AMERICAN LITERATURE SURVEY II

Representative writers of the United States from Walt Whitman to the present. (*3 semester hours*)

ENG 351, WORLD LITERATURE I

Literature from ancient times through 16th century in western and non-western cultures, excluding British and American. (*3 semester hours*)

ENG 352, WORLD LITERATURE II

Literature from the 16th century through present in western and non-western cultures, excluding British and American. (*3 semester hours*)

FIN 301, PERSONAL FINANCE

Intended for business majors and non-majors who want to manage their personal finances better. Course covers personal budgeting and accounting, buying on credit, borrowing money, personal income tax returns, saving and wise investment, insurance, home ownership, and estate planning. (*3 semester hours*)

FIN 312, FINANCIAL MANAGEMENT

Designed to provide students with a broad base of understanding of the principles and concepts of corporate financial decision making. The course covers the key financial issues of corporate ethics, time, value of money, valuation of stocks and bonds, risk and return, cost of capital, capital budgeting, leverage and capital structure, and financial statement analysis. (*3 semester hours*)

FIN 460, INTERNATIONAL FINANCE

Explores the role of financial institutions, markets, and strategies in the international context. (*3 semester hours*)

FRE 300, ASPECTS OF FRENCH CULTURE AND LANGUAGE

An introduction to selected aspects of French Culture, including the rudiments of the French language. No prior knowledge of French is required. (3 semester hours)

GER 300, ASPECTS OF GERMAN CULTURE AND LANGUAGE

An introduction to selected aspects of German Culture, including the rudiments of the German language. No prior knowledge of German is required. (3 semester hours)

HEA 322, HELPING RELATIONSHIPS FOR HEALTH SCIENCE

A study dealing with human relations skill training using the Gazda Model as a base. (3 semester hours)

HEA 401, DRUG AND ALCOHOL EDUCATION

An introduction to the sociological, cultural, psychological and physical implications associated with the use and abuse of substances. (3 semester hours)

HEA 402, SEXUALITY/SEX EDUCATION

An introduction to the study of basic elements and issues of human sexuality. Central to this course is personal knowledge and the ability to communicate effectively with children, family and others in the context of teaching and personal relevancy. (3 semester hours)

HEA 431, PROBLEMS IN HEALTH EDUCATION

Advanced study of personal and community health problems, environmental health, family living and mental and emotional health. (3 semester hours)

HMG 300, INTRODUCTION TO HEALTH MANAGEMENT

An introduction to the health care delivery system in the United States with some comparisons to systems in other countries. Health systems at the Federal, state, and local level will be discussed, as well as differences between the public and private sectors. (3 semester hours)

HMG 303, FINANCE FOR HEALTH MANAGEMENT

Financing of health care delivery systems, financing planning and project evaluation. Present value concepts and advanced capital budgeting techniques. (3 semester hours)

HMG 304, ECONOMICS OF HEALTH CARE

Builds on required Economics courses. Supply and demand for health care services in the United States. The influence of environmental, political, economic, and social factors on the quantity, quality and price of health care services. The role of health care services in the economy. Factors of production of health care services. (3 semester hours)

HMG 410, HEALTH CARE LAW SEMINAR

Provides an overview of the interrelationship of the legal system with the structure and function of the health care system in its various forms and settings. Also addresses ethical dilemmas relating to individual patient/client decisions. (3 semester hours)

HMG 480, SENIOR SEMINAR IN HEALTH CARE STRATEGY

A case study approach to strategic management of health care institutions and programs. Includes application of management, accounting, marketing, finance, and economic principles as these apply to contemporary business problems. Prerequisite: Senior Standing. (3 semester hours)

HPE 338, HEALTH MAINTENANCE, PROMOTION AND WELLNESS

An examination of the concepts, attitudes, and skills that contribute to personal health and physical fitness. Physical activity involved. (3 semester hours)

HIS 301, ISSUES IN WESTERN CIVILIZATION, PRE-HISTORY TO 1715

Beginning with the earliest times, the course covers the civilization of Egypt, Mesopotamia, Greece, Rome, Medieval and Early modern periods. Concludes with 1715. (3 semester hours)

HIS 302, ISSUES IN WESTERN CIVILIZATION, SINCE 1715

Beginning with 1715, this course presents a perspective of the last three centuries of western history. (3 semester hours)

HIS 319, THE UNITED STATES IN THE TWENTIETH CENTURY

A study formulated to emphasize events, movements, and trends in modern America and to examine the functioning of constitutional principles. (3 semester hours)

HUS 300, ETHICAL ISSUES IN HELPING PROFESSIONS

A detailed examination of selected current ethical issues in the human services field. Designed for students who have had substantial course work and/or experience in mental health, psychology, or human services. (3 semester hours)

HUS 301, TREATMENT MODALITIES

A survey of theories and procedures appropriate for use with clients of community agencies. (3 semester hours)

HUS 302, GROUP DYNAMICS

An introduction to group structure and process and analysis of their effects on individuals. (3 semester hours)

HUS 320, INTRODUCTION TO CLINICAL PRACTICE

An introduction to the practices, procedures, and techniques involved in a mental health setting. (3 semester hours)

HUS 400, LEGAL ISSUES IN THE HELPING PROFESSIONS

A critical examination of current legal issues facing the helping professions. Designed for students who have had substantial course work and/or experience in mental health, psychology, or human services. (3 semester hours)

HUS 491, SEMINAR

A synthesis and integration of previous course work following a problems approach.
(3 semester hours)

HUS 497, 498, INTERNSHIP

Designed for students enrolled full-time in the human services program who do not have professional experience. (3 semester hours)

HWE 300, PROGRAM PLANNING, IMPLEMENTING, AND EVALUATION OF HEALTH/WEELLNESS PROGRAMS

Designed to provide an understanding and utilization of the basic theories and guidelines for assessing individual and community health/wellness needs, as well as, for planning, implementing, and evaluating health/wellness programs in a variety of settings. 3-0-3.
(Fall) (3 semester hours)

MGT 316, PRINCIPLES OF MANAGEMENT

Explores the principles and processes of managing an organization. The functions of planning, organizing, leading, and motivating employees are applied to current business situations. (3 semester hours)

MGT 330, INDUSTRIAL SUPERVISION

Explores the process and techniques of accomplishing organizational objectives through others. Topics include effective use of praise and rewards, effective discipline, leadership, use of feedback, behavior modification, and human relations. (3 semester hours)

MGT 400, HUMAN RESOURCE MANAGEMENT

Principles and practices regarding the recruitment, selection, development, evaluation, compensation, and proper recognition of employees within organizations. Recommended Prerequisite: MGT 316. (3 semester hours)

MGT 403, HUMAN BEHAVIOR IN ORGANIZATIONS

The application of human behavior principles common to many types of organizations, specifically business and industry. Motivation, leadership, followership, and human problems are analyzed. (3 semester hours)

MGT 410, SMALL BUSINESS MANAGEMENT

A practical course designed to familiarize the student with the application of economic and managerial techniques of the small business. These techniques include entrepreneurship, location analysis, forms of ownership, financing alternatives, accounting practice, marketing and advertising techniques, and inventory control.
(3 semester hours)

MGT 416, PRODUCTION AND OPERATIONS MANAGEMENT

Explores the management concerns of cost, quality, and quantity in the production systems of manufacturing companies, material requirements, planning, break-even charts, plant location, present worth analysis, safety, job enrichment, and sequential sampling. Recommended Prerequisites: BAD 305 and MGT 316. (3 semester hours)

MGT 422, MARKETING MANAGEMENT

Topics covered include marketing research, public relations, and marketing channels. (3 semester hours)

MGT 466, INTERNATIONAL MARKETING

Explores the cultural, marketing, management, and environmental factors of the multinational organization. Case analysis is utilized with emphasis toward problem resolution. Prerequisite: MKT 300. (3 semester hours)

MGT 485, LEADERSHIP

Includes the definition, traits, and segmentations of leadership. Investigates character as a foundation and similar leadership traits. Mistakes that leaders make, and new demands on future leaders are analyzed through group evaluations and discussions of current and historic leaders. (3 semester hours)

MKT 300, PRINCIPLES OF MARKETING

A comprehensive analysis of the marketing system and the marketing process. (3 semester hours)

MTH 300 SURVEY OF MATH SKILLS

This course provides instruction in arithmetic and algebra skills which may be needed as prerequisites for the successful completion of introductory probability and statistics courses. This course is designed for students needing remedial math prior to taking a college-level mathematics course or quantitative methods. A student will not receive credit for this course after receiving credit for any higher numbered mathematics course or quantitative methods. (3 semester hours)

MTH 307, COLLEGE ALGEBRA

Axiomatic properties of real numbers, sets, functions, equations, inequalities, progressions, permutations, and combinations. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. (3 semester hours)

MTH 309, FINITE MATHEMATICS

A study of topics related to elementary matrix algebra, systems of equations, systems of inequalities, linear programming, and mathematics of finance with applications in the behavioral, managerial, and social sciences. A working knowledge of advance high school algebra or intermediate community college algebra is expected. (3 semester hours)

MTH 316, FUNDAMENTALS OF STATISTICS AND PROBABILITY

Basic statistical analysis. Introductory principles of probability with applications. A working knowledge of advanced high school algebra or intermediate community college algebra is expected. (3 semester hours)

MUS 320, SURVEY OF MUSIC

A survey of music for the non-music major which includes a study of music elements, the development of music from the middle ages to the present day, and the listening and analysis of music literature appropriate to the period studied. Some concert listening/attendance may be required. (3 semester hours)

NUR 300, CONCEPTS IN PROFESSIONAL NURSING

An introductory course for transition to the role of the professional nurse. The areas covered include evolution of nursing, professional socialization, theoretical base for practice, and components of professional nursing practice. Pre- or Co-requisite: NUR 307. (3 semester hours)

NUR 301, RESEARCH IN NURSING

Introduces nursing research as a component of professional nursing practice. Emphasis is placed on the role of the professional nurse in interpreting research findings for applicability to nursing practice and in identifying research problems in nursing practice. Pre- or Co-requisite: NUR 300. (3 semester hours)

NUR 302, HEALTH ASSESSMENT

Holistic health assessment skills developed and practiced. Emphasis is on health promotion and protection of the individual throughout the life span. (3 hours class; 3 hours lab/clinical) Pre- or Co-requisite: NUR 300. (4 semester hours)

NUR 303, TRENDS IN HEALTH CARE

The effects of current social, political and economic trends on health care delivery systems, nursing, and the consumer are analyzed. Pre- or Co-requisite: NUR 300. (3 semester hours)

NUR 307, COMMUNICATION SKILLS IN NURSING

Introductory nursing course designed to prepare the student to demonstrate effective written and oral/visual communication skills. Competency in basic skills of using a personal computer as a means of communication is included. The course stresses the importance of effective communication as well as the role of computers in health care. Pre- or co-requisite to NUR 300. (3 semester hours)

NUR 403, LEADERSHIP/MANAGEMENT IN NURSING

A synthesis of leadership/management theories within health care agencies and organizations. Emphasis is placed on political structures, planning, change theory, group dynamics, research, and their impact on the role of the professional nurse. Pre- or Co-requisite: NUR 300. (3 semester hours)

NUR 409, SENIOR SEMINAR

Analysis of contemporary issues related to the practice of professional nursing. Must be taken during the last semester of enrollment in nursing courses. (3 semester hours)

NUR 410, COMMUNITY HEALTH NURSING

Concentration is on community and public health nursing. Content covered includes the roles and setting of community and public health nursing. The concepts essential to practice are health promotion and maintenance, illness prevention and community focused care. (3 semester hours) Prerequisite: NUR 300.

NUR 411, COMMUNITY HEALTH NURSING PRACTICUM

Concentration is on the clinical application of principles learned in theory addressing community and public health nursing. Clinical skills are applied by the community health

nursing students to settings involving diverse populations. Specific principles applied during the clinical experience include health promotion and protection, health education and counseling, illness prevention, and assessment of resources. (2 semester hours) (6 clinical hours) Pre- or Co-requisites: NUR 410.

NUR 413, HEALTH RESTORATION

Focus is on holistic nursing across the life span for individuals and families requiring illness and disease management with emphasis on health restoration, health maintenance, illness, and/or palliative care. Nursing values, as well as the restoration-rehabilitation process, are incorporated. (3 semester hours)
Pre- or Co-requisites: NUR 300.

NUR 414, HEALTH RESTORATION PRACTICUM

Clinical application of evidence-based nursing practice for individuals and clients requiring health restoration, health maintenance, illness, and/or palliative care. (1 semester hour) (3 clinical hours) Pre- or Co-requisites: NUR 413.

NUR 495, NURSING ELECTIVE

Development and implementation of a learning contract in area of student's interest. Time and credits are determined in the semester prior to the term in which the study begins. This course may be repeated with a new focus for additional elective hours if needed. (1-4 semester hours)

PHI 200, INTRODUCTION TO PHILOSOPHY

An introduction to the major types of philosophy (schools and movements) and the principal problems and questions of human existence. (3 semester hours)

PHI 301, INTRODUCTION TO LOGIC

An introduction to classical and contemporary logic, emphasizing argumentation and reasoning. Attention to language and its relation to philosophical problems. Examination of the formal laws of valid thought and fallacies found in ordinary discourse. (3 semester hours)

PHI 337, PHILOSOPHY OF RELIGION

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, revelation, and the challenge of the religions of the world. (3 semester hours)

PHI 380, SELECTED TOPICS IN PHILOSOPHY (1-3 SEMESTER HOURS)

PSC 302, UNITED STATES GOVERNMENT

A comprehensive presentation of the principles of American constitutional government, and a behavioral analysis of the institutions and processes of the national and state governments and the Federal system. (3 semester hours)

PSC 314, JUDICIAL PROCESS

A study of the judicial process in the United States including pertinent court decisions and a general review of the administration of justice in our society. (3 semester hours)

PSC 315, CIVIL LIBERTIES

An examination of the philosophical basis and legal status of basic liberties in the U.S.
(3 semester hours)

PSC 495, INDEPENDENT STUDY

Independent research paper done on a topic agreed upon by the professor. 1 semester hour credit. (3 semester hours)

PSY 305, PSYCHOLOGY OF PERSONALITY

A survey of the major theories of personality, with particular emphasis upon experimental studies and research procedures in the study of personality.
(3 semester hours)

PSY 380, PERSONAL ASSESSMENT AND ADJUSTMENT

An exploration and analysis of life goals, lifestyle management, identity formation, and adjustment strategies. (3 semester hours)

PSY 401, PSYCHOPATHOLOGY

Survey and analysis of the major mental disorders, interpretation, and theories of therapy, including the relationship of abnormal behavior to social norms.
(3 semester hours)

PSY 402, INTRODUCTION TO COUNSELING

The study of basic theories and functions of counseling. Laboratory emphasis will be upon development of a personal counseling philosophy and its application.
(3 semester hours)

PSY 406, PSYCHOLOGY OF EXCEPTIONALITY

A study of marked superiority or inferiority to physical, mental, emotional, and social norms. (3 semester hours)

PSY 444, PSYCHOLOGICAL MEASUREMENT AND APPRAISAL

An introduction to psychological measurement, with emphasis on the measurement of intelligence, achievement, personality, interests and special aptitudes.
(3 semester hours)

PSY 493, SEMINAR IN PSYCHOLOGY

Typical seminars are Psychology and Law and the Psychology of Women. Others are offered upon sufficient demand. (3 semester hours)

REL 302, THE SACRED WRITINGS

A study of Hebrew poetry and selections of wisdom literature with special reference to its significance in the faith of ancient Israel. (3 semester hours)

REL 303, OLD TESTAMENT PROPHETS

A survey of prophecy in Israel with attention given to the historical settings of the individual prophets and to the relevance of their message. (3 semester hours)

REL 304, OLD TESTAMENT SURVEY

An introduction and survey of the Old Testament focusing upon the history, literature and faith of the people of Israel. Not offered to the student who has successfully completed Religion 101, Introduction to Old Testament, or its equivalent.

(3 semester hours)

REL 305, NEW TESTAMENT SURVEY

An introduction and survey of the New Testament focusing upon the history, literature and faith that gave rise to Christianity. Not offered to the student who has successfully completed Religion 102, Introduction to New Testament or its equivalent.

(3 semester hours)

REL 306, OLD TESTAMENT THEOLOGY

An exploration of Old Testament theological themes. *(3 semester hours)*

REL 307, STUDIES IN THE PENTATEUCH

A critical evaluation of the nature, background, structure, and message of the Pentateuch. *(3 semester hours)*

REL 311, SYNOPTIC GOSPELS

A study of the person, work, and message of Jesus Christ as presented in the Synoptic Gospels. *(3 semester hours)*

REL 312, LIFE AND LETTERS OF PAUL

A study of Paul's life and thought as presented in his Epistles. *(3 semester hours)*

REL 314, NEW TESTAMENT THEOLOGY

A study of certain key concepts of the New Testament which made a definite contribution to the faith of the Early Church. *(3 semester hours)*

REL 316, THE WRITINGS OF JOHN

A study of the background and interpretation of the Fourth Gospel, the Epistles of John, and the Book of Revelation. *(3 semester hours)*

REL 317, THE GENERAL EPISTLES AND HEBREWS

A study of the background, theology, and exegesis of James, I and II Peter, Jude and Hebrews. *(3 semester hours)*

REL 322, EARLY AND MEDIEVAL CHRISTIANITY

A survey of the most significant institutional, theological, and social developments in the history of the Christian church from the first century through the latter Middle Ages.

(3 semester hours)

REL 323, MODERN CHRISTIANITY

Beginning with the Reformation, this course is descriptive of church history to the present. *(3 semester hours)*

REL 324, AMERICAN CHRISTIANITY

A historical survey of the American religious scene from the colonial period to the present. Primary emphasis is given to the development of the more prominent Christian denominations. *(3 semester hours)*

REL 325, BAPTIST HERITAGE

A study of the Baptists' story as well as those convictions and movements which have shaped their life. (*3 semester hours*)

REL 326, CHRISTIAN MISSIONS

A wide-ranging exploration of the Christian mission, including the background and current status of missions, the strategies and methods of cross-cultural missions, and key issues in missions discussion. (*3 semester hours*)

REL 327, THE RENAISSANCE AND REFORMATION

An exploration of the major religious, social, intellectual, and political changes in Western Europe from the late Middle Ages to the close of the sixteenth century. Particular emphasis is given to the relationship between Italian Humanism and the Protestant Reformation and to the continuity of the movement for Ecclesiastical Reform throughout the period. (*3 semester hours*)

REL 333, CHRISTIAN THEOLOGY

An introduction to the history, methods, and principal topics of Christian theology. (*3 semester hours*)

REL 337, PHILOSOPHY OF RELIGION

An introduction to selected issues raised through a philosophical investigation of religion including, but not confined to, the nature of religious language, the existence of God, the problem of evil, fideism, miracles, revelation, and the challenge of the religions of the world. (*3 semester hours*)

REL 341, CHRISTIAN ETHICS

A systematic study of the nature of morality; a defense of "Christian" ethics; and exploration of principles of Biblical ethics. Specific contemporary ethical issues provide the backdrop for discussions. (*3 semester hours*)

REL 343, EVANGELISM

A study of the biblical basics for evangelistic preaching, teaching, sharing the gospel, and Christian discipleship, locally and abroad. (*3 semester hours*)

REL 346, WORLD RELIGIONS

An introduction to Judaism, Islam, Hinduism, Buddhism, and the religions of China and Japan. (*3 semester hours*)

REL 351, BIBLICAL BACKGROUNDS

A survey of the history and environment of the biblical world presented either as a travel-study course to the Near East or as a regular lecture course on the campus. (*3 semester hours*)

REL 354, ORAL COMMUNICATION IN A CHRISTIAN CONTEXT

Guided readings and practice in the preparation and delivery of effective sermons. (*3 semester hours*)

REL 358, MINISTRY PRACTICUM

An introduction to the many facets of ministry. The course combines reading, discussion, lectures and reflection with guided experience in a church or other ministry setting. *(3 semester hours)*

REL 371, SPIRITUAL FORMATION

An exploration of personal and spiritual development through self-reflection, self-awareness, and theological reflection. Attention will be given to biblical foundations, spiritual disciplines, and Christian classics. *(3 semester hours)*

REL 378, AMERICAN RELIGIOUS GROUPS

A study of the basic history and teachings of unorthodox American religious groups and how they compare and contrast with orthodox Christianity. Special emphasis will be given to the cult and occult phenomena as well as the electronic and mail order church. *(3 semester hours)*

REL 397, PASTORAL INTERNSHIP

A minimum of ten weeks spent in full-time supervised service in the pastoral work of a local church. *(3 semester hours)*

REL 491, OLD TESTAMENT SEMINAR

Through research and creative development, the course explores concepts such as faith, doctrine and religious experience in the Old Testament. *(3 semester hours)*

REL 492, NEW TESTAMENT SEMINAR

Through directed readings, discussions and research, the course explores some of the major theological concepts in the New Testament. *(3 semester hours)*

REL 493, CHURCH HISTORY SEMINAR

Through research and discussions, an in-depth study of some of the major personalities, institutions and periods of the history of the Christian church. *(3 semester hours)*

REL 494, CONTEMPORARY THEOLOGY SEMINAR

A seminar consisting of directed readings, discussions and research with attention given to primary sources representative of theological investigation from Schleiermacher to the present. *(3 semester hours)*

RED 370, HISTORY AND PHILOSOPHY OF RELIGIOUS EDUCATION

An inquiry into the biblical, theological, philosophical, and historical foundations for the practice of Christian education. *(3 semester hours)*

RED 373, CHURCH ADMINISTRATION: LEADERSHIP

An inquiry into leadership which examines commitment, integrity, skills, polity, policies and procedures related to the individual and to church organizations, with a focused study on the call to ministry. *(3 semester hours)*

RED 374, PSYCHOLOGY OF RELIGION

A study of the principles of psychology as related to religious experience designed to assist students in developing insight into one's own spiritual life. *(3 semester hours)*

RED 375, BEHAVIORAL FOUNDATIONS FOR RELIGIOUS EDUCATION

An inquiry into the psychological and sociological principles of human behavior and the relationship of growth and development to the learning process and to religious education instruction. Topics will include motivation, learning styles, cultural differences, and classroom management. *(3 semester hours)*

RED 376, INTRODUCTION TO YOUTH MINISTRY

This course is a basic introduction to youth ministry, including the study of current trends in the field, characteristics of youth, methods for reaching and teaching youth. Included will be opportunities for practical ministry experiences, observing others in youth ministry, and studying resources, programs, and activities for effective youth ministry. *(3 semester hours)*

RED 377, TEACHING METHODS

A study of the educational principles utilized in the religious education of preschoolers, children, youth, and adults. Special emphasis will be given to the developmental characteristics of and how to teach effectively people of these age groups. Students will observe and teach in each age-group. *(3 semester hours)*

RED 401, INTRODUCTION TO CHRISTIAN COUNSELING

A study of the basic counseling techniques, such as referral, qualifications of the counselor, theories of personality, along with a consideration of basic counseling theories. Special attention will be given to counseling youth. *(3 semester hours)*

SCI 302, PHYSICAL SCIENCE

Introduction of structure and behavior of matter. Survey of geology, meteorology, and astronomy, with emphasis on underlying physical and/or chemical principles, and practical applications of these principles. Demonstrations. *(3 semester hours)*

SCI 303, HUMAN BIOLOGY

An introduction to the biology of the human organism with emphasis on contemporary issues in human biology as well as traditional structure and function of major body systems. *(3 semester hours)*

SCI 322, ENVIRONMENT

Survey of principles of ecology with emphasis on human impact on the environment. Literature of ecological movement in the U.S. since 1960. Weekend field trips may be required. *(3 semester hours)*

SSC 305, GLOBAL UNDERSTANDING

An introduction to the major economic, social, political, diplomatic, and environmental trends in the world since 1945. Geography is emphasized in the course. *(3 semester hours)*

SSC 395, CAMPUS NEW YORK

New York business/career visit enables students to learn, through direct contact with some of the nation's best-known business firms, how textbook theory is put into practice. The week-long visit also provides opportunities for investigating career possibilities. Offered spring semester, during Spring Break. Lecture, and travel. *(1 semester hour)*

SOC 310, SOCIAL PSYCHOLOGY

A study of the interaction between the individual and the group, and the influence of each on the other. (*3 semester hours*)

SOC 313, SOCIOLOGY OF DEVIANT BEHAVIOR

Introduction to theories of deviant behavior. Description and explanatory approaches to kinds and amounts of deviance in contemporary America; social change, anomie and social disorganization theories; the process of stigmatization; formal and informal societal responses to deviance and the deviant. Recommended Prerequisite: Introduction to Sociology or Psychology. (*3 semester hours*)

SOC 400, MINORITY GROUPS

A study of present-day racial and cultural minorities with emphasis on scientific facts about race and on changing attitudes and policies. (*3 semester hours*)

SPN 300, ASPECTS OF HISPANIC CULTURE AND LANGUAGE

An introduction to selected aspects of Hispanic culture, including the rudiments of the Spanish language. No prior knowledge of Spanish is required. (*3 semester hours*)

YMC 300, INTRODUCTION TO YMCA GROUPS, VOLUNTEERS AND DIVERSITY ISSUES

This course is designed to develop a thorough understanding of the principles of working with diverse groups and with volunteers, and how those interactions relate to the YMCA movement and other non-profit organizations. This course will also assist the learner in increasing their understanding of the YMCA national and international movement. (*3 semester hours*)

YMC 350 – MARKETING IN NON-PROFIT SETTINGS

This course is designed to develop a thorough understanding of marketing principles, particularly as they relate to working with and or for non-profit groups. This course will provide the knowledge and skills necessary to design various programs utilizing social marketing principles. The course will provide opportunities to learn all components of the YMCA Management Modules: Market Research, Marketing in Non-Profit Settings, and The Three R's of Membership (Recruit, Retain, and Recapture). (*3 semester hours*)

YMC 400 – PROBLEM-SOLVING, DECISION MAKING, STRATEGIC PLANNING AND FISCAL MANAGEMENT IN THE NON-PROFIT SETTING

This course is designed to develop skills to assist in priority setting, strategic planning, decision making and financial management in the non-profit setting. This course includes practical application of skills necessary to succeed in non-profit management positions. (*3 semester hours*)

YMC 495 – YMCA INTERNSHIP

The YMCA internship course is designed to provide students with opportunities to put educational and academic theory into practice. The internship provides an opportunity to assess, develop and enhance many of the key skills needed in the professional workplace. This course will equip leaders in the YMCA or other non-profit settings. Prerequisite: YMC 300 and approval by the GWU internship supervisor for the YMCA. (*3 semester hours*)

DIRECTORY AND APPENDICES

OFFICERS OF THE CORPORATION

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A. Frank Bonner, Ph.D., President
Fred A. Flowers, J.D., Attorney
Benjamin C. Leslie, Th.D., Assistant Secretary
Mike W. Hardin, '86, '00, Assistant Treasurer

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Ralph R. Spangler, Lawndale, NC
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Earl T. Groves, Gastonia, NC
Mary Elizabeth Heltzer, Lenoir, NC
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James H. Phillips, Ed.D., Waynesville, NC
Lisa C. Tucker, '89, Concord, NC

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W. Thomas Bell, '71, Atlanta, GA
W. David Ellis, Spartanburg, SC
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T. G. Westmoreland, II, '88, Shelby, NC
Kellie A. Robinson, '05, Asheville, NC, Youth Trustee
Anya E. Huneycutt '06, Albemarle, NC, Youth Trustee

ALUMNUS TRUSTEE

John E. Roberts, '49, L.L.D., Litt.D., D.H.L., Greenville, SC

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Franklin V. Beam, Shelby, NC

TRUSTEE EMERITI

Bernard H. Parker, Raleigh, NC

GOAL FACULTY - 2006-2007

- R. Ken Baker, 1999, Associate Professor of Physical Education; Chair, Department of Physical Education, Wellness, and Sports Studies
B.A., Central Wesleyan College; M.A., Furman University; Ph.D., University of Georgia.
- Robert J. Bass, 1995, Professor of Mathematics
B.S., University of North Carolina at Charlotte; M.S., Ph.D., University of North Carolina at Chapel Hill.
- Rebecca Beck-Little, 1991, Professor of Nursing, Dean, School of Nursing
A.S.N., Western Piedmont Community College; B.S.N., M.S.N., University of North Carolina at Charlotte; Ph.D., University of South Carolina.
- Susan C. Bell, 1986, Associate Professor of Art
B.A. Mary Baldwin College; M.A. Presbyterian School of Christian Education;
M.A., University of South Carolina.
- Donald L. Berry, 1999, Associate Professor of Religion; Director of the Global Mission Center
B.A., University of Kentucky; M.Div., Ph.D., The Southern Baptist Theological Seminary.
- Kent B. Blevins, 1998, Professor of Religion
B.A., Wake Forest University; M.Div., Ph.D., The Southern Baptist Theological Seminary;
Additional Study, The Catholic University of America.
- I. Glenn Bottoms, 1983, Professor of Economics and Computer Information Systems
B.A., Emory University; M.A., University of Ottawa; Ph.D., Georgia State University; Additional
Study, George Washington University.
- Nancy Bottoms, 2005, Assistant Professor of Learning Assistance Program, Art
B.A., Emory University; Gardner-Webb University; Ph.D., The Union Institute and University.
- C. Douglas Bryan, 2002, Professor of Religious Education; Chair, Department of Religious Studies and
Philosophy
B.A., Furman University; B.S., Howard Payne University; M.A.R.E., Ph.D., Southwestern Baptist
Theological Seminary.
- Sue C. Camp, 1976, Professor of Business Administration
B.S., Gardner-Webb University; M.A.T., Winthrop University; Ed.D., University of Tennessee at
Knoxville; Additional Study, University of South Carolina.
- Janie M. Carlton, 1982, Professor of Nursing
B.S., Lenoir-Rhyne College; M.N., Emory University; Ed.D., North Carolina State University.
- T. Eugene Carpenter, 1994, Professor of Human Services; GOAL Field Coordinator
A.A., Brevard College; B.S., Clemson University; M.A., Appalachian State University;
Ed.D., North Carolina State University.
- David M. Carscaddon, 1990, Professor of Psychology
B.A., University of North Carolina at Asheville; M.A., Morehead State University; Ph.D., University
of South Carolina.
- Joseph W. Collins, 2005, Assistant Professor of Religious Studies
B.S., M.A., East Carolina University; M.Div., Southeastern Baptist Theological Seminary; Ed.D.,
North Carolina State University.

- Barbara G. Cox, 2004, Instructor in Social Science; Coordinator of Criminal Justice for the College of Continuing Education and Distance Learning
A.A. Western Piedmont Community College; B.S., Gardner-Webb University;
M.P.A., Appalachian State University, Additional Study, University of North Carolina.
- Tamara A. Cox, 1995, Associate Professor of French; Chair, Department of World Languages, Literatures, and Cultures
B.A., M.A., University of Mississippi; Ph.D., University of North Carolina at Chapel Hill.
- Lorin L. Cranford, 1998, Professor of Religion
B.A. Wayland Baptist University; M.Div.; Th.D.; Southwestern Baptist Theological Seminary Goethe Institute, Zertifikat Deutsch Als Fremdsprache.
- Christopher V. Davis, 2001, Assistant Professor of English; Director, Writing Center
B.A., High Point University; M.A., Ph.D., Florida State University.
- Anthony F. Eastman, 1966, Professor of History
B.A. Union University; M.A., Memphis State University; Ph.D., University of Southern Mississippi.
- Stefka G. Nikolova Eddins, 2001, Assistant Professor of Chemistry
M.S., Sofia University, Bulgaria; M.S., Ph.D., University of South Carolina.
- Sharon L. Edwards, 1999, Instructor, Reference Librarian, Gardner-Webb University at Statesville
A.A., Wingate University; B.S., Appalachian State University; M.L.I.S., University of North Carolina at Greensboro.
- Donna S. Ellington, 1988, Professor of History
B.A., M.A., Appalachian State University; Ph.D., Duke University.
- Terry L. Fern, 1980, Professor of Music
B.M., Oklahoma Baptist University; M.M., University of Louisville; D.M.A., North Texas State University; Additional Study, Oberlin Conservatory of Music, Oberlin College.
- Emily B. Foss, 1994, Assistant Professor of Business Administration
B.S., Gardner-Webb University; M.B.A., Western Carolina University.
- Roger G. Gaddis, 1974, Professor of Psychology, Coordinator of Human Services Program, College of Distance Learning and Continuing Education
B.A., University of North Carolina at Charlotte; M.A., University of Tennessee; Ph.D., University of South Carolina; Additional Study, Appalachian State University.
- Earl H. Godfrey, Jr., 1992, Assistant Professor of Business Administration; Director of GOAL Business Programs; Director of On-line Learning
B.S., University of South Carolina; M.B.A., Winthrop University; C.P.A., Additional Study, Nova University.
- R. Van Graham, 2005, Assistant Professor of Business Law and Management, Director, Day Business Program
B.A., Asbury College; J.D., Baylor School of Law; Additional Study, Yale University.
- Barry E. Hambright, 1969, Professor of History and Political Science
A.A., Gardner-Webb University; B.A., Carson-Newman College; M.A., University of Massachusetts; Ph.D., University of South Carolina.
- Jeffrey M. Hartman, 2005, Assistant Professor of Education
B.A. Bloomsburg University; M.Ed., Ph.D., University of Virginia.
- Teri Alisa Hassell, 1999, Assistant Professor in Physical Education
B.S., Gardner-Webb University; M.Ed., Auburn University.

- T. Perry Hildreth, 2006, Associate Professor of Philosophy
B.A. Gardner-Webb University; M.A., M.Div., Southwestern Baptist Theological Seminary;
Ph.D., The Southern Baptist Theological Seminary.
- June Hobbs, 1994, Professor of English, Chair, Department of English
B.A., Oklahoma Baptist University; M.A., University of Louisville; Ph.D., University of Oklahoma.
- Tammy Campbell Hoyle, 1990, Instructor in Mathematics, Chair, Department of Mathematics
B.S., Gardner-Webb University.
- Carolyn L. Jackson, 1997, Professor of Education; Assistant Provost; Dean of the College of Distance
Learning and Continuing Education
A.A., Mars Hill College; B.S., Southern Illinois University; M.Ed., North Carolina State University;
Ed.S., East Carolina University; Ph.D., University of South Carolina.
- James C. Johnson, 1990, Assistant Professor of Mathematics
B.A., Furman University; M.A.T., University of South Carolina.
- Steven G. Johnson, 2005, Associate Professor of Business Administration
B.S., Northwestern Louisiana State University; Ph.D., Louisiana Tech University.
- Thomas H. Jones, 1982, Professor of Biology; Honors Program Coordinator
B.S., Methodist College at Fayetteville; M.S., Ph.D., North Carolina State University.
- David N. Judge, 2001, Assistant Professor of Biology
B.S., Radford University; B.S., Mt. Olive College; M.S., Ph.D., Virginia
Polytechnic Institute and State University.
- John M. Karriker, 2005, Assistant Professor of Science, Director of Gardner-Webb University at Statesville
B.A., Catawba College; Ph.D., University of South Carolina.
- Ute S. Lahaie, 2003, Associate Professor of German
Ph.D., Justus-Liebig University, Giessen, Germany; Additional Studies at Justus-Liebig University,
Giessen, Germany; Université de Franche-Comte, Besancon, France; Elly-Heuss-Knapp-Gymnasium,
Heilbronn, Germany.
- Janet S. Land, 1994, Professor of English
B.S., University of North Carolina at Greensboro; M.A., East Carolina University;
Ph.D., University of South Carolina.
- Deidre C. Ledbetter, 1997, Instructor in Business Administration, Assistant Vice-President for
Technology Services
A.A.S., Isothermal Community College; B.S. Appalachian State University, M.B.A., Gardner-Webb
University.
- Benjamin C. Leslie, 2006, Professor of Religion; Provost and Senior Vice President
B.A., Samford University; M.Div., Southwestern Baptist Theological Seminary; Th.M., Baptist
Theological Seminary, Ruschlikon, Switzerland; Dr. Theol., University of Zurich.
- Kathy W. Lindsey, 2003, Assistant Professor in Nursing,
A.D.N., Gardner-Webb University; B.S.N., Western Carolina University; M.S.N., Gardner-Webb
University; D.N.P., Case Western Reserve University.
- Susan H. Manahan, 1994, Assistant Professor of Biology, Chair, Department of Natural Sciences
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J. Russell "Rusty" Stroupe, B.S., M.A., Head Baseball Coach

Kent Cox, B.A., M.A., Assistant Baseball Coach

R. Anthony Setzer, B.S., M.A., Head Men's Soccer Coach

Jason Osborne, B.S., Assistant Men's Soccer Coach

Kevin R. Mounce, B.S., Head Women's Soccer Coach

Robert L. Berkowitz, B.S., Assistant Women's Soccer Coach

Richard M. Wince, B.A., M.A., Head Wrestling Coach

Scott Shipman, B.A., M.A., Assistant Wrestling Coach

Michael G. Griffith, B.A., Head Men's Tennis Coach

Thomas L. Burton, Jr., B.S., Head Men's and Women's Golf Coach
 Christine Phillips, B.S., Head Volleyball Coach
 Phuong Luong, B.A., Assistant Volleyball Coach
 Thomas L. Cole, III, B.S., M.S., Head Softball Coach
 Lani Shaffer, B.S., Assistant Softball Coach
 Brian D. Baker, B.A., Head Men's and Women's Track and Cross Country Coach
 Daniel L. Hunter, B.S., Assistant Men's and Women's Track and Cross Country Coach
 Michael D. Simpson, B.S., Head Swimming Coach
 Tracy D. Sibley, B.S., Head Strength and Conditioning Coach
 Andrew Day, B.A., Head Cheerleading Coach
 Kevin T. Jones, A.B., M.A., Director of Athletic Training
 Jon T. Mitchell, B.S., M.A., Service Program Director and Assistant Athletic Trainer
 Kathleen Ayotte, B.S., M.A., Assistant Athletic Trainer
 Stacy Arend, B.S., M.S., Assistant Athletic Trainer
 Marcus C. Rabb, B.S., M.A., Director of Sports Information
 Brent C. Hager, B.S., Assistant Director of Sports Information
 Scotty Davenport, B.S., Athletic Events Assistant

FOR INFORMATION OR ASSISTANCE

Note: All offices of the University can be reached by calling (704) 406 and the appropriate extension. General information can be obtained by calling the switchboard numbers (704) 406-4484.

GOAL Academics - Dr. Carolyn L. Jackson, Assistant Provost and Dean of the College of Distance Learning and Continuing Education, Washburn Hall, Extension 4484.

GOAL Academic Advising - Contact the academic advisor assigned to you.

Accounting: Sharon Webb, Extension 4626; Kaye Schenk, Extension 3962; Elizabeth Pack, Extension 3270

Business Administration: Sharon Webb, Extension 4626; Kaye Schenk, Extension 3962; Elizabeth Pack, Extension 3270

Criminal Justice: Dr. Barry Hambright, Extension 4468, Barbara Cox, 828-327-9805

Health Management: Sharon Webb, Extension 4626, Kaye Schenk, Extension 3962; Elizabeth Pack, Extension 3270

Human Services: Dr. Barry Hambright, Extension 4468; Kaye Schenk, Extension 3962, Sharon Webb, Extension 4626; Elizabeth Pack, Extension 3270

Computer Information Systems: Sharon Webb, Extension 4626; Kaye Schenk, Ex. 3962, Elizabeth Pack, Extension 3270

Nursing: GWU - Dr. Cindy Miller, Extension 4364
Charlotte - Anna Hamrick, Extension 3885
Forsyth - Nancy Scroggs (704) 761-5015
Iredell - Dr. Janie Carlton (704) 761-5017

Religious Studies: Dr. Ronald Williams, Extension 3936

GOAL Administrative Assistant - Jessica Herndon, GOAL Academic Services, Extension 4484.

GOAL Office Manager - Margaret Harkness, GOAL Admissions, Extension 4625.

GOAL Admissions - David Haun, Director of Admissions - GOAL, Washburn Hall, Extension 4318.
Audrey Sloan, Associate Director of Enrollment Management - GOAL, Washburn Hall,
Extension 4485. Stacy Mahler, Admissions Counselor - GOAL, Ext. 3924. Sandy Drake,
Admissions Counselor - GOAL, Washburn Hall, Ext. 4483. Anna Hamrick, BSN Nursing
Counselor, Washburn Hall, Extension 3885. Mandy Smith, Admissions Counselor - GOAL,
Washburn Hall, Ext. 4624. Iredell, Forsyth, BSN, (704) 761-5100.

Auto Registration, Traffic, Parking, Security - Chief of Safety and Security, Poston Center,
Extension 4440.

Bookstore - Wayne Merritt, Manager of Campus Shop, Ground Floor, Dover Campus Center,
Extension 4273.

Business Matters - Mike Hardin, Assistant Vice President for Business and Finance, Webb Hall,
Extension 4282 or Shirley Pyron, Business Office Manager, Webb Hall, Extension 4286.

Calendar of Events - Suttle Wellness Center, Extension 4732.

Career Services - Holly Sweat, Washburn Hall, Extension 3815.

Course Changes, Drop/Withdrawal - Lou Ann Scates, Registrar, Registrar's Office,
Room 109, Webb Hall, Extension 4260.

Davis Nursing Program - Dr. Cindy Miller, Director, Extension 4364.

Department Chairs

Broyhill School of Management: Earl Godfrey, Director of Business, GOAL Program Extension, 4381.

Nursing Program: Dr. Cindy Miller, Davis Nursing Program, Extension 4364.
Dr. Susie Beck-Little, Dean of the School of Nursing, Extension 4358.

Religious Studies: Dr. Doug Bryan, Chair, Extension 4398.

Social Sciences: Dr. David Yelton, Extension 4471.

School of Psychology and Counseling: Dr. Bonnie Wright, Dean of the School of Psychology and Counseling,
Extension 4439.

Fine Arts: Dr. Patricia Sparti, Chair, Extension 4453.

Science: Susan Manahan, Extension, 4370.

English: Dr. June Hobbs, Extension, 4412.

Communications Studies: Bob Carey, Extension 3803.

Foreign Language: Dr. Tamara Cox, Chair, Extension 4499.

Mathematics: Tammy Hoyle, Extension 4431.

Physical Education, Wellness and Sports Studies: Dr. Ken Baker, Extension 4481.

Financial Planning - Debra Hintz, Dover Campus Center, 1-800-253-6472.

ID Cards - University Police, Poston Center, Extension 4440.

Library - Reference Librarian; Inter-library Loan; John R. Dover Memorial Library, 1-800-253-8330.

Minister to the University - Tracy Jessup, Room 244, Dover Campus Center, Extension 4279.

Payment of Fees - Shirley Pyron, Business Office Manager, Business Office, Room 116, Webb Hall, Extension 4289.

President - Dr. Frank Bonner, Room 202, Webb Hall, Extension 4239.

Public Information - Noel Manning, Director of Public Information, Elliott House, Extension 4631.

Registrar's Office, Webb Hall, Extension 3527.

School of Nursing, Campus BSN Program - Dr. Cindy Miller, Davis Nursing Program, Room 210, Elliott Hall, Extension 4364.

Student Development - Bruce Moore, Vice-President and Dean of Student Development, Suttle Hall, Extension 4373. Dr. Jim Whitlow, Director of Counseling Center, Washburn Hall, Extension 4563.

Transcripts - Lou Ann Scates, Registrar, Room 108, Webb Hall (Written, signed request required: Official or mailed copies, \$5. Unofficial copies picked up at Webb Hall 109, free).

Veteran Affairs - Registrar's Office, Webb Hall, Extension 3591.

MAILING ADDRESS:

GARDNER-WEBB UNIVERSITY
P.O. BOX 1896
BOILING SPRINGS, NC 28017

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Education*



Kathy Forbes
*Administrative Assistant
to the Dean*



Jessica Herndon
GOAL Academic Advisor



Dr. Roger Gaddis
*Coordinator Human
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Professor of Psychology*



Dr. T. Eugene Carpenter
*Field Coordinator/
Assoc. Professor of Psychology*



Kaye Schenk
*GOAL Academic
Advisor*



Dr. Barry Hambright
*GOAL Academic Advisor/
Professor of Social
Sciences*



Dr. Earl Godfrey
*Director GOAL Business
Programs and Director of
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Professor of Accounting*



Elizabeth Pack
*GOAL Academic
Advisor*



Renee Ybarra
*Academic Facilities and
Events Coordinator*



Barbara Cox
*Coordinator of Criminal
Justice/ Instructor of
Social Sciences/ GOAL
Academic Advisor*



Dr. John Karriker
*Director of Gardner-Webb
University at
Statesville/Assistant
Professor of Science*



Dr. Corwin M. Metcalf
*Director of Gardner-Webb
University at Winston-
Salem/Assistant Professor
in Business Admin.*

NURSING



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*Director, Davis Nursing
Program
Nursing Advisor
Boiling Springs*



Dr. Janie Carlton
*Nursing Advisor
Statesville*



Kathy Lindsey
*Nursing Advisor
Boiling Springs*



Nancy Scroggs
*Nursing Advisor
Forsyth*

ADMISSIONS



David Haun
*Director of GOAL
Admissions*



Audrey Sloan
*Associate Director of
Enrollment Management*



Sara Allen
*GOAL Admissions
Counselor*



Mandy Smith
*GOAL Admissions
Counselor*



Sandy Drake
*GOAL Admissions
Counselor*



Margaret Harkness
*GOAL Admissions
Office Manager*

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TRANSCRIPT REQUEST FORM

(Submit to each college attended)

Date _____

TO: REGISTRAR

College

Address

Dear Registrar:

I have applied for admission to the Gardner-Webb University GOAL Program. Please mail an official transcript of my record showing grades earned as of this date to:

The College of Distance Learning and Continuing Education
P.O. Box 1896
Gardner-Webb University
Boiling Springs, North Carolina 28017

If this transcript does not show the date that I graduated, please mail a supplement of a final grade complete transcript after my graduation or upon completion of additional coursework.

Date of Graduation

Signature of Student

Street or Route & Box Number

City, State and Zip Code

Social Security Number

NOTE TO APPLICANT:

Passage of the Family Educational Rights and Privacy Act of 1974 requires permission be granted for the release of academic records. For that reason, it is necessary for you to request that your transcript be mailed to our office. Please complete the information above and submit to the Registrar's Office of each college you have attended.

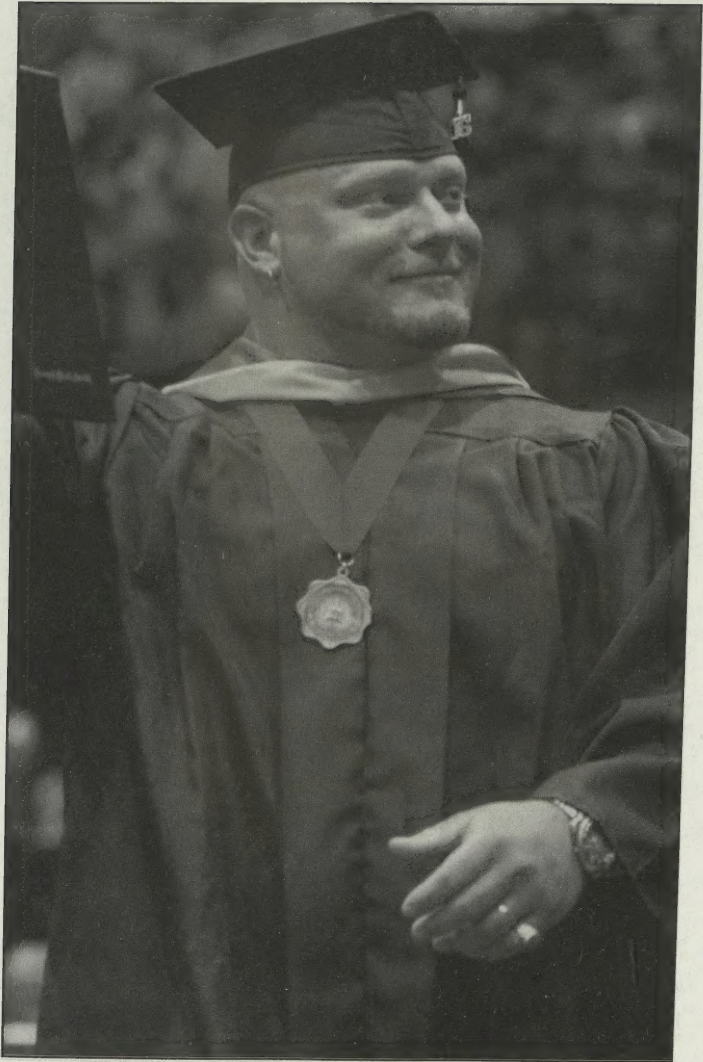
Gardner-Webb University Campus Map

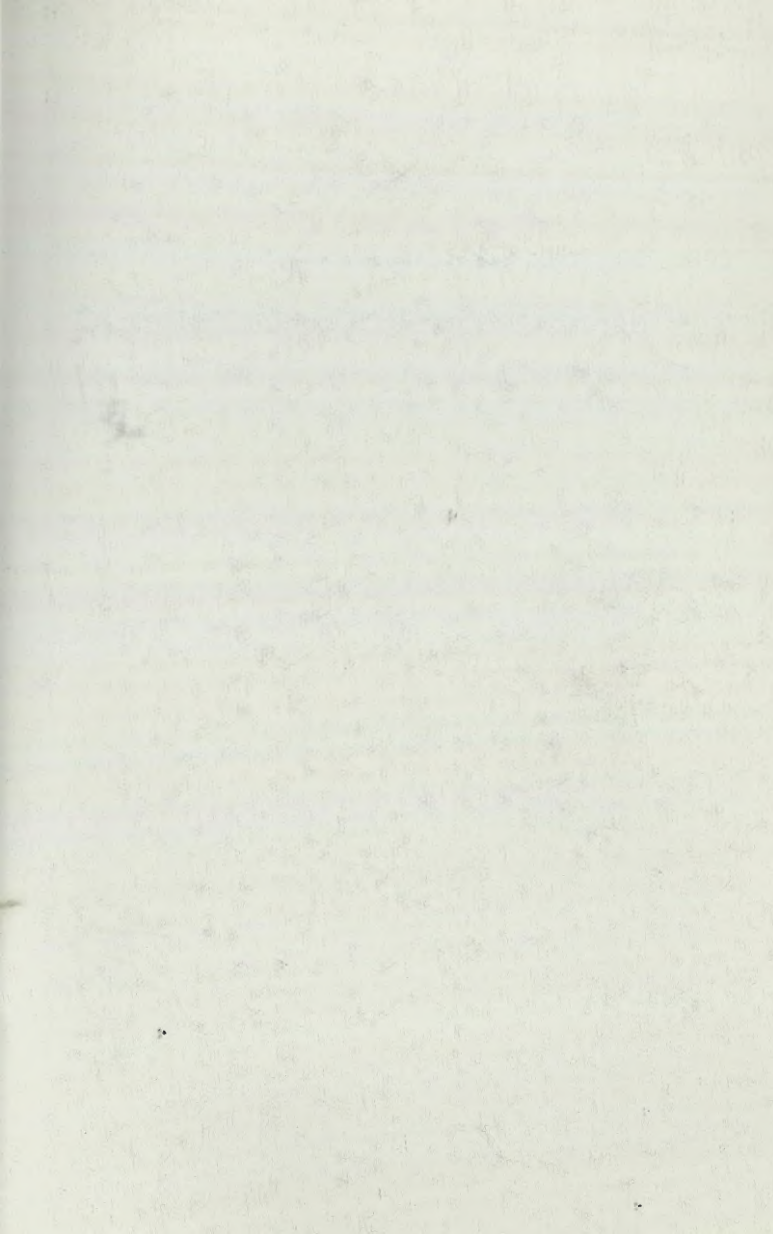


Maps to every center can be found at:
www.gardner-webb.edu/goal

Campus Map Directory

Building Name	No.	Grid Loc.	Building Name	No.	Grid Loc.
Baseball Field	22	2:E	Practice Fields	21	1:F
Boiling Springs Medical Assoc.	57	7:B	Football	50	2:D
Bost Gymnasium and Pool	48/47	4:E	Soccer/Football	52,53	2:E
Broyhill Adventure Course	46	5:B	Soccer	37	8:F
Campus House	35	6:D	Publications	37	8:F
Communications Studies Hall	8	4:H	Radio Station WGWG	38	7:F
Craig Hall	42	6:E	Royster Hall	27	2:G
Crawley Memorial Hospital	58	6:A	Soccer House	61	7:G
Decker Hall	54	5:F	Spangler Gate	17	3:F
Dixon Gate	60	7:E	Spangler Hall	30	3:C
Dover Campus Center	55	5:F	Spangler Memorial Stadium	33	5:D
Dover, Jr. Memorial Chapel	3	6:G	Spring	26	2:E
Dover, Memorial Garden	12	4:G	Springs Athletic Facility	40	7:F
Dover, Memorial Library	49	4:F	Stroup Hall	39	6:F
Elliott Hall	4	6:G	Suttle Hall	62	6:G
Elliott House	37	8:F	Suttle Light Tower	48	4:F
Gardner Hall	41	6:E	Suttle Wellness Center	2a	7:G
H.A.P.Y Hall	39	6:F	U.S. Post Office	34	6:C
Hamrick Field House	24	3:C	University Commons		
Hamrick Hall	56	6:F	Student Apartments		
Hollifield Carillon	32	5:D	University Physical Development		
Honors House	35	7:D	Complex	28	4:F,E
International House	15	4:G	Varsity Fields		
Jarrell Gate	59	5:G	Baseball	22	1:E
Lake Hollifield	31	5:C	Soccer	51	3:D
Lindsay Hall	5	5:G	Softball	20	1:G
Lutz-Yelton Convocation Center	19	4:E	Washburn Hall	2	7:G
Lutz-Yelton Hall	44	5:E	Washburn Memorial Building	16	4:F
Mauney Hall	45	5:E	Webb Hall	1	7:G
Myers Hall	18	4:F	Webb Tennis Complex	25	2:F
Nanney Hall	36	7:E	Williams Observatory	23	2:D
Noel Hall	6	5:G	Withrow Mathematics and Science Hall	43	5:E
Noel House	14	4:G	Wrestling		South Main Street
Physical Plant Building		South Main Street			
Poston Center	11	5:G			
Reception Center					
Alumni Relations					
Safety and Security					





Boiling Springs, North Carolina 28017

www.gardner-webb.edu